

A LONGITUDINAL STUDY ON THE OPINIONS OF SUPERVISOR AND TEACHERS ON EDUCATIONAL SUPERVISION IN TRNC

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ABSTRACT

Supervision determines, evaluates and develops how the activities carried out in the learning and teaching process within the education system take place, progress and whether these activities serve the expected purposes. The aim of this research is to determine the opinions of the auditors on the subject of auditing in the Turkish Republic of Northern Cyprus. The research was conducted on the basis of the case study technique model, which is one of the qualitative research methods. In line with this purpose, as a continuation of the study carried out by the researcher in 2012, data were collected with semi-structured interview technique in 2021 and the obtained data were analyzed by content analysis method. The study group of the research consists of 19 supervisors and 15 teachers determined by the purposeful sampling technique. As a result of the research, it was determined that the opinions of the supervisors and teachers showed parallelism in line with the obtained data. However, it was determined that the teachers who participated in the research in 2021 had a more positive view of the supervisor and supervision than the teachers who participated in the research in 2012.

Keywords: Supervision, supervisor, teacher, TRNC

Introduction

In the education system, the way in which the activities that emerge in the teaching and learning process are carried out and realized, and whether these activities serve the expected purposes or not are evaluated by inspection. Thanks to the audit activities, possible problems can be prevented and eliminated in the process (Kurum and Çinkır, 2017). Observing the activities of the institution personnel, detecting the deficiencies, ensuring that the necessary studies are carried out to eliminate the deficiencies and introducing the innovations are one of the functions of the audit (Taymaz, 2013).

In the 21st century, all countries are reviewing their education systems in accordance with the spirit of this century and aiming to train more students in the long run. In this case, the school is accepted as the only place where the necessary manpower can be trained. The education provided by these schools is seen as a worldwide problem and a source of solutions. Every country in the world organizes its own education system, taking into account its unique characteristics. For this reason, developed countries have developed many different educational supervision models to control the education system. In addition, when we look at developed countries, the most striking feature is that local government control is more effective (Aydoğmuş and Çiçek Sağlam, 2016).

The importance of this research stems from the fact that it will contribute to the implementation of these change processes more effectively and efficiently through questions from the supervisor's point of view. With this study, educational supervisors' perspectives on the supervision process will be clearly revealed. Therefore, it is expected that the study will contribute to the solution of problems related to educational supervision.

Educational Supervision and Purpose

Education is a process of vitality, continuous improvement and progress. It can be said that this process cannot be carried out uncontrollably. According to Altunya (2014), auditing tries to determine to what extent the organization meets the success criteria. As Aydın (2011) said, the success criterion of educational organizations is their goals. They were established to achieve these goals. Schools, which are the main body of an educational organization, should check their inputs, processes and outputs according to certain procedures and review the results in order to determine to what extent they achieve their goals.

Educational supervision is the process of involving teachers in the educational environment to improve teaching and increase student success. In this case, educational supervision can be defined as a control and improvement process (Gündüz, 2012). According to Aslan (2015), controlling the process alone is not enough. Audit activities should also be included in the process. Educational supervision without teaching activities is still incomplete.

It is stated that the main purpose of educational supervision in achieving these general goals is to determine the degree of realization of the goals of the organization, to take the necessary measures to get better results and to improve the process (Aydın, 2016). Bahçivan, Bayraktutan, Bilbay, Çakırer, and Toprakçı (2010) state that organizations should be audited to achieve goals. Every organization that cannot be controlled deviates from its

own goals, and when it is considered at a higher level, it also deviates its own superior organization from its goals. Therefore, it can be stated that the objectives of realistic educational supervision are a cyclical process that affects the continuity of both education and educational supervision.

Supervisor Duties and Competences

While evaluating the course of the inspector, teacher and learning environment, the level of proficiency, the management of the organization when the organization is reviewed, and being the subject of a crime in the investigation are important (Erkılıç & Dilbaz, 2015). Competence expected from supervisors is as follows: humanistic quality; In order to establish a healthy relationship between the auditors and the auditees, the auditors must have human qualities such as respect, tolerance, fairness, encouraging the audited and mutual trust. Technical ability: In order for auditors to perform effective audits, auditors must be experts in how they use audits and which tools, methods and techniques. Management ability; Management ability is very important in terms of audit quality. These capabilities include authoring, documentation, project management and resource management. Planning the audit process, setting goals, realizing these goals, monitoring and evaluation are issues related to project management.

Methodology

This research, which examines the opinions of teachers and supervisors on the subject of supervision in the TRNC, is a longitudinal content analysis research. The findings obtained in the analysis of the data collected in 2012 were organized as a separate research article (Fedai, 2012).

The research is a qualitative research case study. Case studies are based on "how" and "why" questions and allow a more in-depth examination of events or events beyond the control of researchers (Yıldırım and Şimşek 2013). A case study is defined as a methodological approach that involves using multiple data collections to conduct an in-depth analysis of the system to gather system information on how and how the constrained system works (Chmiliar, 2010).

Research data were collected with semi-structured interview questions. Interview forms were created based on the literature review and expert opinion. In this study, the participants were determined by taking typical case sampling, which is one of the purposive sampling methods. Glesne (2012) stated that typical situation sampling can be used in studies aiming to identify situations that occur under normal conditions. In this context, 19 supervisors and 15 teachers, who were determined according to the principle of voluntariness, were included in the study. Since the identity of the participants was kept confidential in the study, the names of the participants were not real names, but code names such as S1, S2, S3 for the supervisors, and T1, T2, and T3 for the teachers were used.

Findings

In the research, the distribution of the findings obtained in line with the answers of the participants was examined under two headings: the opinions of the supervisor and the teacher. The data obtained in 2021 are given in comparison with the data in 2012. The opinions of the supervisors are shown in Table 1, and the opinions of the teachers are shown in Table 2. Then, participant opinions about the questions were given.

Table 1. Opinions of supervisors about supervision

Questions	2021						2012					
	Yes		No		Partially		Yes		No		Partially	
	n	%	n	%	n	%	n	%	n	%	n	%
A1. Do you know enough about the content of the audit system and do you think it is transparent?	5	26	7	37	7	37	3	20	5	33	7	47
A2. Do you adequately inform the teachers you are responsible for supervising about what kind of supervision criteria/criteria you will apply?	14	74	1	5	4	21	13	86	1	7	1	7
B1. Do you believe that you have the necessary equipment for auditing?	9	47	1	5	9	47	15	100				
B2. Do you have enough time to evaluate teachers?	3	16	5	26	10	53	4	27	9	60	2	13
B3. Do you contribute to the professional development of the teachers you are responsible for?	11	58	2	11	6	31	12	80	2	13	1	7
B4. After observing the teacher's lesson, can you share your evaluations about the lesson?	17	89			1	5	15	100				

C1. Do you think that teachers have sufficient equipment in terms of field and professional knowledge?	8	42	1	5	10	53						
C2. When you consider the generality of the teachers you observed during the inspection, do you think the teachers in the TRNC exhibit the required field knowledge, professional knowledge and personal characteristics?	5	26	1	5	13	69	1	7	1	13	2	20
D1. Do you think that the inspection criteria you apply exactly measure the performance of teachers?	1	5	10	53	8	42	2	13	7	47	6	40
D2. Would you like to abandon the system currently being implemented in supervision and move to the targeted multiple performance system (supervisor, school principal, group, student, parent)?	10	53	2	11	7	37	14	93			1	7
D3. Do you find the teachers' interest in supervision positive?	8	42	3	16	8	42	11	74	2	14	2	14

In the light of the data obtained from the supervisors in 2021; Participants “Do you know enough about the content of the audit system and do you think it is transparent?” They answered yes (n5), no (n7), partially (n7) to the question. The opinions of the participants are as follows;

“I believe I know enough, but I also believe it's too transparent.” S3

“The content of the audit system is composed of contemporary democratic criteria, but it is not transparent. Because teachers partially know the criteria.” S9

“I know the content of the audit system theoretically, but I do not find it adequate and transparent as I see differences in practice and there is confidentiality in investigations.” S13

“Do you adequately inform the teachers you are responsible for supervising about what kind of supervision criteria/criteria you will apply?” The participants answered yes (n14), no (n1), partially (n4) to the question. Participant statements are as follows;

“I report transparently to the teachers I supervise. I do not find some of the criteria determined by the MDDYK board to be scientifically realistic and open to guidance. I do not find it ethical for supervisors to supervise teachers outside their domain. In addition, I find it inconvenient in terms of modern auditing that they score the information included in the criteria. I inform my teachers about each audit criterion in detail. In addition, I think that the criteria determined by the board are not only difficult to fulfill with the existing facilities, but also insufficient.” S6

“The audit criteria were given to us in a clear and transparent manner. I started applying the criteria. I would like to make more suggestions to prospective teachers about the subjects that I consider inadequate and to learn new suggestions.” S10

“I show the teacher the current inspection criteria and explain what I expect. But I think the criteria should be renewed.” S15

The opinions of the research participants regarding their belief that they have the necessary equipment for auditing are yes (n9), no (n1), partially (n9). The statements made by the participants are as follows;

“Considering the current conditions, yes, I agree, but if we think on a universal scale, we also need continuous development. Believing in the importance and necessity of the work you do and being willing to do this job with love before everything, even before the equipment, are the elements that must be possessed before having the equipment. Besides, I think that both our domestic and international trainings and my experience of more than 10 years are more than enough for this.” S1

“I can say that I am partial to auditing. Because the board does not have a mission and vision for the future. Although the MDDYK has an unenforceable law, it does not have regulations regarding the law. While the MDDYK law specifies the duties that inspectors must perform, since there is no regulation on how these duties will be fulfilled, I have no concerns or concerns about having the equipment related to the inspection, but there is no ground to use the equipment. In short, the fact that the inspectors are equipped does not make much sense. In addition, training on auditing is insufficient and does not meet the needs of inspectors.” S5

"I don't feel that good enough." S14

The question asked within the scope of the research is "Do you have enough time to evaluate the teachers?" While one of the participants left the question unanswered, the distribution of the answers given by the other participants is as follows. Yes (n3), no (n5), partially (n10). The opinions expressed by the participants;

"It is not a sufficient control to be able to tell after a few observations whether a teacher is efficient or not" S8

"I haven't fully evaluated a teacher yet, but I don't think time is ever enough because I believe a process is necessary to share assessment results and provide guidance." S13

"Partly because there is a shortage of vehicles. And the preliminary research and investigation tasks are too many" S19

"Do you contribute to the professional development of the teachers you are responsible for?" The participants answered yes (n11), no (n2), partially (n6) to the question. Opinions of the participants;

"Definitely, as I can observe this in the process, I hear it a lot from the teachers themselves. Moreover, it is very pleasing to see a contribution that I have made to a teacher in another teacher of another school, that it is not limited to one person, but that good and valuable things are multiplied by sharing." S2

"This is our main purpose, but few and infrequent visits make it difficult for us to make the necessary impact" S7

"Partly because school visits are limited" S12

The participants answered yes (n17) and partially (n1) to the question whether they shared their evaluations about how the teacher gave a lesson after watching the lesson with the teachers. One of the participants did not answer the question. The statements made by the participants are as follows;

"Telling the teacher about his good points as well as his shortcomings is very useful for motivating our teacher" S3

"Yes, so that their performance can be more efficient" S16

"Guidance and transparency are at the forefront for us. An inspector who is not open and fair cannot succeed." S18

"Do you think that the teachers are adequately equipped in terms of field and professional knowledge?" The participants answered yes (n8), no (n1), partially (n10) to the question. The statements of the participants are as follows;

"Each teacher is different. In addition, each teacher's potential for self-development and progress is different. Teachers need to be trained one-on-one on professional issues. It is not possible to give precise information on this matter." S5

"They focus on grammar, and they are weak in developing students' reading, comprehension, analysis and synthesis skills. There are deficiencies in professional knowledge rather than field knowledge." S7

"The field and profession knowledge of all my prospective teachers I observed was very good" S10

When the research participants think about the general teachers they observed during the inspection, the distribution of the opinions of the teachers in the TRNC on displaying the required field knowledge, professional knowledge and personal characteristics is yes (n5), no (n1), partially (n13). The opinions of the participants;

"Since the teachers do not include student-centered teaching and cooperative group work in the educational processes, they only do teacher-centered teaching, so they do not realize active learning of students, prevent them from learning to learn and cannot make them love school." S9

"It has been observed that our visits to schools, evaluations and feedbacks have been noticed and they have made efforts in this direction." S12

"Teachers are confused when they start their profession and they cannot get sincere help from supervisors, teachers or administrators. They need guidance in all areas. Teachers expect guidance from supervisors on every subject." S17

“Do you think that the inspection criteria you apply measure the performance of teachers exactly?” Most of the participants answered no to the question. The distribution of the answers is yes (n1), no (n10), partially (n8). Statements made;

“It would be much better if the criteria were developed in parallel, especially in order to evaluate the applications of branch teachers in different fields. Even if what you expect from a pre-school teacher and what we expect from a physical education teacher or classroom teacher are basically the same, there are many differences, and I think that their reflection on the criteria will make a difference in positive understanding.” S1

“Inspection criteria are in the criteria to measure teachers. However, the opportunities to reveal the potential of teachers are insufficient. The lack of technical facilities in the school and insufficient guidance for the development of teachers prevent them from fulfilling the criteria. Despite this, teachers can show improvement. If a teacher is to be evaluated for a contribution he has made in the school, the school administration needs to help this issue.” S6

“Due to insufficient statute and law” S19

“Would you like to abandon the current system in auditing and move to the targeted multiple performance system (supervisor, manager, group, student, parent)?” The participants answered yes (n10), no (n2), partially (n7) to the question. Participant statements are as follows;

“I don't think it would be fair to supervise on the student and parent side.” S8

“I think this is the system that should be.” S15

“I partially agree. In a multi-performance system, there is much to be done first. I don't think you can do it unbiased with your multiple performance. Our Ministry cannot find solutions to even simple issues.” S17

The participants were yes (n8), no (n3), partially (n8) as to whether they had a positive interest in teachers' supervision. It is seen that the majority of the participants evaluated the teachers' interests positively. The opinions expressed are as follows;

“I think it's generally very positive. However, teachers who trust us to the end about supervision have concerns and prejudices that it is politics when it comes to preliminary research and inconclusive investigations.” S2

“I don't have enough experience in this field yet. I can't make my real opinion on this because I haven't done much auditing.” S14

“90% of them are positive” S18

Table 2. Opinions of teachers about supervision

Questions	2021						2012					
	Yes		No		Partially		Yes		No		Partially	
	n	%	n	%	n	%	n	%	n	%	n	%
A1. Do you believe that the auditors evaluate their performance transparently enough?	10	67	3	20	2	13	15	60	8	32	1	4
A2. Do the inspectors give you sufficient information about the criteria they will apply and what they expect from you?	8	54	2	13	5	33	15	60	10	40		
A3. How do you find the control system being implemented? Do you think it is transparent and scientific?	5	33	3	20	7	47	10	40	12	48	3	12
B1. Do you find the time spent by the supervisors to evaluate you enough?	10	67	5	33			12	48	13	52		

B2. Are there any contributions to the professional development of the supervisors (for example, making various teaching programs and providing necessary assistance for your planned work)?	9	60	4	27	1	6	15	60	9	36	1	4
B3. Do you believe that the supervisors have the necessary equipment to supervise you?	13	87			2	13	15	60	8	32	2	8
B4. Do the supervisors give you feedback about your lesson after observing your lesson?	15	100					21	84	1	4	1	4
C1. If you are not prepared when the supervisor comes to you to inspect, do you prepare immediately?	8	54	6	40	1	6	11	44	14	56		
C2. Do you get uncomfortable while the supervisor is observing your lecture?	1	6	12	80	2	13	23	92	2	8		
D1. Would you like to abandon the current system in supervision and move to the targeted multiple performance system (supervisor, school principal, group, student, and parent)?	6	40	7	47	2	13	11	44	12	48	1	4
D2. Do you find the teachers' interest in supervision positive?	6	40	2	13	7	47						
D3. Do you find the supervisor-teacher relations in the supervision system positive?	12	80			3	20	16	64	8	32	1	4

In line with the 2021 data, the opinions of the teachers participating in the research on the transparent evaluation of the supervisors' performance are yes (n10), no (n3), partially (n2). The statements made by the participants are as follows;

"I believe that supervisors evaluate them without being influenced by their emotional or closeness to the supervised person" T3

"No, due to lack of personnel" T11

"Do the supervisors give you enough information about the criteria they will apply to you and what they expect from you?" The participants answered yes (n8), no (n2), partially (n5). The opinions of the participants are as follows;

"In my first year as a responsible teacher, my supervisor has made it clear what he expects from me as a responsible teacher." T6

"Adequate information is provided, but not enough about feedback. Because you don't go often." T15

"How do you find the audit system being implemented? Do you think it is transparent and scientific?" The participants answered yes (n5), no (n3), partially (n7) to the question. Participant statements are as follows;

"Based on the advanced education systems around the world, unfortunately, it is obvious that our education system is behind. For this reason, our inspection system needs to be modernized, as it should be in many departments." T2

"The inspections are tried to be done scientifically, but there may be problems between the student groups and the teacher from time to time, and this can sometimes happen when the inspection is in the classroom." T12

"Do you find the time spent by the supervisors to evaluate you enough?" Most of the participants answered no to the question. The distribution of the answers is yes (n10) and no (n5). Statements made;

"I don't believe there is adequate assessment in just one lesson." T1

"No, because they do not have enough time because they are few in number" T13

Within the scope of the research, the teachers were asked "Do they contribute to the professional development of the supervisors (for example, making various teaching programs and providing necessary assistance for your planned work)?" While one of the participants left the question unanswered, the distribution of the answers given by the other participants is as follows. Yes (n9), no (n4), partially (n1). The opinions expressed by the participants;

"The presence of education-related programs and seminars offered to us by both our ministry and our supervisor is beneficial for us." T8

"Yes, necessary guidance is being made" T11

The distribution of the opinions of the research participant teachers regarding the beliefs of the supervisors that they have the necessary equipment when supervising themselves is yes (n13), and partially (n2). The opinions of the participants;

"I think the fact that the inspector has spent years in his profession is an indication that he has the necessary equipment." T5

"I believe that all of them are experts in their fields" T9

"Do the supervisors give you feedback on your lesson after observing your lesson?" All of the participants answered yes (n15) to the question. Participant statements are as follows;

"They encourage and improve me with good or bad reviews." T6

"There are always positive or negative returns." T3

The teachers participating in the research answered yes (n8), no (n6), partially (n1) to the question of whether they do not prepare immediately when the supervisor comes to inspect them. The statements made by the participants are as follows;

"I usually prefer to come to class ready. Unless an extraordinary situation develops. So I don't need any special preparation. Unless an unscheduled situation develops." T9

"Because I always come to my classes prepared, I never faced such a problem." T10

"Supervisor, are you uncomfortable watching your lecture?" Most of the teachers answered no to the question. The distribution of the answers is yes (n1), no (n12), partially (n2). Statements made;

"I don't bother with evaluation after I feel confident." T1

"No, because I am a teacher who has a good command of my branch and class" T14

The teachers who participated in the research said, "Do you want to abandon the current system in supervision and move to the targeted multiple performance system (supervisor, principal, group, student, parent)?" The participants answered yes (n6), no (n7), partially (n2) to the question. Participant statements are as follows;

"I think it would be more scientific for people with supervisory training to be supervisors. I believe that the perspectives of people who do not receive this training will change from person to person, and will not be guiding and reflect the truth." T5

"No. It is very difficult to do this right now." T12

"Do you find the teachers' interest in supervision positive?" directed to the participants. The distribution of the answers given to the question is yes (n6), no (n2), partially (n7). Participant opinions are as follows;

"Due to the problems in the system, teachers generally look at supervision positively, but do not look at the current supervision system positively." T2

"I don't think the old teachers cared much." T7

All of the participants gave a positive answer as to whether the teachers found the supervisor-teacher relations in the supervision system positive or not. Participants were yes (n12) and partially (n3). The opinions expressed are as follows;

"It depends on the supervisor and the teacher." T3

"I find it positive in my own way. Because both the new information I learn from my supervisor and it motivates me to improve myself." T8

Conclusion and Discussion

In this study, it is aimed to compare the opinions of supervisors and teachers about the supervision process with an interval of nine years. In the findings obtained within the scope of the research, the studies conducted by the inspectors in 2012 and 2021 on knowing the content of the inspection system and its transparency showed parallelism, and it was determined that the content of the inspection system was not fully known and they thought that it was not transparent. When a comparison is made on the basis of years, it has been determined that the majority of the teachers think that the inspection system is transparent, unlike the supervisors.

In line with the opinions of the participant supervisors and teachers, it was concluded that the supervisors adequately evaluated the teachers they would supervise about the supervision criteria and process. As a result of the data collected with an interval of nine years, it was concluded that the opinions of teachers and supervisors in this direction were the same.

Even though the inspectors participating in the research consider themselves sufficient in terms of having the necessary equipment, they emphasized that the development should continue in this area where continuous improvement is needed. All of the teachers participating in the research in 2021 expressed a parallel opinion with the supervisors in both years and expressed that the supervisors had sufficient equipment. On the other hand, although the majority of the teachers who participated in the study conducted in 2012 stated that they had sufficient equipment, it was determined that they were not sufficient or partially sufficient in this direction. In the light of these data, it was concluded that especially teachers' views on the competencies of supervisors developed positively.

In the questions asked about the inspection process, the inspectors stated that the inspection period was not sufficient and they had to conduct inspections in limited opportunities and time. Even if the time was limited, it was concluded that the majority of the participants' supervisors contributed to the development of the teachers they were responsible for. In the study conducted by Ozmen and Ozdemir (2009), it is necessary to eliminate the time and place limitations among the problems that primary education inspectors encounter in the supervision of institutions and teachers and the results they put forward regarding the solution of these problems. The supervisor's opinions show parallelism with the literature. On the other hand, while almost all of the teachers participating in the research in 2021 stated that the inspections allotted enough time for inspection, the teachers who participated in the study in 2012 stated that they had insufficient time.

The majority of the inspectors regarding the proficiency of teachers working in the TRNC in their field and profession information partially answered. In line with the answers of the supervisor participants, it was concluded that the teachers did not have sufficient field and professional knowledge. In addition, it has been determined that the applied supervision system does not fully measure the performance of teachers.

In both years of the research, the majority of the participating auditors expressed a positive opinion at the point of making changes in the audit system and switching to a multiple performance system. While some of the teachers expressed positive views on this subject, some of them expressed negative opinions. Another result obtained is that teachers have a positive perspective on supervision in line with the opinions of supervisors and teachers. In addition, it has been determined that the supervisor-teacher relations are positive in the teachers supervision system. While Akbaşlı and Tunc (2019) concluded that teachers are comfortable and have a positive perspective during the audit, similar to the results of their research, Sapancı, Aslanargun, and Kılıc (2014) reveal that teachers are uncomfortable with these behaviors regarding the types of power that educational supervisors show during the supervision process.

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