A REVIEW ON AUDIT DIMENSION OF SCHOOL-BASED MANAGEMENT INITIATIVES

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ABSTRACT
Control mechanisms in education differ according to countries and are constantly updated with new structures. This research was carried out to reveal how teachers in our country perceive and evaluate the evaluation with "governance", which is implemented under the supervision of teachers in many parts of the world. In this study, which aims to learn in detail their thoughts on school-based management and their supervision, the opinions of teachers in Turkey were tried to be revealed in line with the answers to the questions created by the researcher. It is target to understand the positive and negative consequences of all schools stakeholders participation in audit from teachers' perspectives.
Keywords: schoolbasedmanagment, governance, educationsupervision, decentralization

1.INTRODUCTION
1.1 Problem Statement
Heraclitus BC. He expressed that change cannot be denied with the saying *"The only thing that does not change is change itself"*. Changes are experienced in every field and our education system is also affected by these changes. There is a need for innovations in the management approach in schools. This study deals with school-based management with the dimension of "supervision".

Studies on the applicability of the "School-Based Management" approach have been examined, with the concept of governance gaining importance as a result of the idea that the needs of each school are different, and moving away from the central administration in line with the understanding towards the increase of democracy and autonomy in schools. It is expected that the school-based management approach will move away from the traditional understanding and adopt a participatory and transparent management approach in educational institutions that raise qualified people, will improve learning and discipline, create an environment that will increase competition by reducing differences of opinion, and an increase in the success of students, whose responsibilities have been taken at the center by all stakeholders of the organization.

The concept of "governance" comes to the fore, as school-based management aims to move away from the public administration approach and to manage schools with the logic of the private sector. It is expected that competition and entrepreneurship will increase and learning will improve as all participants of the organization have a voice and share responsibilities.

For a strong, (2020) effective school-based management, it is necessary to define the mission clearly, to make all stakeholders aware of their responsibilities, to organize the targeted activities in a planned way, to allocate enough time to create changes and to consult expert opinion, and to increase student success and performance. He stated that this management approach, which is the main goal of realization, should set education policies by forming school administrative boards, and combine curricula and programs by supporting and helping schools with regional education administrators who have visionary and transformational leadership characteristics. Increasing authority and responsibilities will bring together many positive and negative factors for all members of the organization. In classical supervision, the supervision carried out by experts is left to the school administrator in school-based administration. As a result of the implementation of the programs determined by the central government in all schools, it is not possible to meet the specific needs and demands of each school and it becomes difficult to eliminate the existing problems (Özmen & Hozatlı, 2008).

Erdoğan (2000) states that in order to increase the effectiveness of schools, many scientists state that it is necessary to switch to school-based administration based on decentralized and local administration approach in line with the returns of the age, in order for schools to take their own decisions and intervene in a timely manner. Similarly, Balcı (2000) states that it will be difficult to meet the needs of today's needs with a centralized management that has a stable organization in raising individuals who can adapt to changes and developments.

In education, school-based management was inspired by the industry sector, especially in recent years, it has started to be popular both in the USA and in many European Union countries, and as a result of the data obtained that job satisfaction and productivity increase thanks to the participation of all stakeholders in the decision stage, similar

approaches have been implemented in educational organizations. enabled (Holloway, 2000). There is a school board that undertakes school-based management responsibilities together with the school principal and does the consulting work, and these boards may vary by country and region. Representatives consist of teachers, school principal, parents, students, school personnel, business people from different sectors (David, 1996).

Holloway (2000) explains the characteristics of school-based management as leaving the responsibility to the schools locally, being a decision mechanism in which the school committee includes all the stakeholders of the school, and adopting the understanding of facilitating leadership. David (1996) stated that joint decision making is the most important point in increasing the effectiveness of the school and accordingly student success in school-based administration, but it is challenging for those who do not have experience in the fields of education and supervision to make decisions together, and for this reason, school committees should focus on student success, increase teachers' belonging, facilitate facilitation. states that it is extremely important to ensure that leadership is kept at the forefront.

Brigs and Wahlstetter (1999) concluded that it was ineffective in some studies on school-based management, but on the contrary, in many studies; They stated that by developing instructional programs, students made progress in their learning. Machiavelli (2000) points out that school-based administration should have the right to measure and evaluate their own educational norms in terms of both decentralization and the principle of democracy, and that all stakeholders should be actively involved in the work in order to achieve the targeted success. Aytaç (2000) emphasizes that the school has an extremely important role in creating a unique identity by making use of its innovative, equalizing and directing the society feature. In addition, Balcı (2000) states that when the different socio-economic levels of local communities are taken into account, it is a necessity of the modern age to organize with the understanding of decentralization in schools.

In this study, it is aimed to learn the opinions of school administrators and teachers about the dimension of supervision in school-based administration.

1.2. Purpose of The Research
It is aimed to obtain opinions on how the evaluation of teachers is perceived by the teachers, with the supervision of the school-based management approach by the school administrators.

1.3. Problem Statement
What are your views on the supervision of teachers by school principals in school-based administration?

1.4. Sub-problems
What are the problems that may cause teachers to be supervised according to the school-based management approach and scored by other teachers?

What are the problems that can be caused by the supervision of teachers according to the school-based management approach and their scoring by the parents?

What are the problems that can be caused by the fact that teachers are supervised according to the school-based management approach and scored by the students?

1.5. Importance of Research
In this study, it is aimed to reveal how the school-based management supervision is done by all the stakeholders of the school (school principal, teachers, students, parents) by the teachers, and to what extent the results obtained in the previous researches are similar or different in line with the interviews. Since it is a qualitative research and open-ended questions are directed to the participants, it is possible to obtain detailed data, it is believed that it will contribute to the literature.

1.6. Definitions
Governance: It is the interaction between individuals and organizations in the management process and the effective management of informal people, groups and organizations (Yüksel, 2000).

Decentralization: It is giving up the administration from a single center and also giving authority to the local administration (Smith, 1985).

2. RESOURCES RESEARCH
2.1. Control from Past to Present
In classical supervision, the supervision carried out by experts in the field was transferred to the school administrator in school-based administration. As a result of the implementation of the programs created by the central administration in every school, it is not possible to meet the unique needs of the school and it becomes difficult to solve the existing problems in the school (Özmen & Hozatlı, 2008).

Reshaping the performance of teachers in school-based management constitutes an important part of educational innovation initiatives. School-based management, which is an important part of the education reform movement, has a great influence on the Community-School link. (Each school aims to reach a consensus by asking the opinions of all the school's stakeholders (administrator, teacher, student, staff, etc.) on the necessary plans, programs, budgets, etc., in line with their own goals, and making decisions jointly. The state is only a regulator, and the outputs are determinative as in classical administration. It is aimed to be effective and efficient by allowing each school to be managed with decentralization by getting rid of its and controlling features.Due to today's competitive conditions, school-based management is making a transition in many countries in the world and it is stated that positive developments have been achieved in most of the related studies. Arrangements are made to carry out administrative practices.

Walker (1907) emphasizes the importance of schools having self-management in order to be a self-governing society by getting rid of the forced style in schools. Erdoğan (2000) states that it is necessary for our national education system to switch to school-based administration based on a decentralization approach.

2.2. How to Achieve Success in School-Based Management?
In order to be an effective school and increase student success, joint decision making is stated as the most important point of school-based management. At this point, it is difficult for people who do not have experience to make decisions together. It is necessary to have certain qualifications in order to form school committees that can produce productive works. These; well-calculated committee structure, focusing on student success, collaborative leadership, focusing on teacher development, providing guidance and learning opportunities (David, 1996).

2.3. Reflections of Changes in Management on Audit
Approaches that are effective in the current state of management science; has shown a tendency from classical to behaviorism and then to a systemic approach. First of all, from the understanding that accepts management as a part of public law (1887-1927) to the traditional understanding that examines management in technical terms (1909-1945), then to the behaviorist approach that deals with the people in the organization from different aspects (1930-1945), and then the management is not only behavioral but also environmental. There is a management approach that changes from the understanding that sees management as a structure that interacts with (1946-1958) and evaluates management as a system (Dierkes and Preston, 1977). Gewirtz and Ball (2000) describe the localization dimension of interactions with educational administration as a transition to school-based administration as a result of changes in economic-based administration processes.

3. METHOD
The research model, study group, data collection tool, process and analysis are explained.

3.1. Research Model
This study, which aims to learn how school-based management reflects on the dimension of supervision, is a qualitative research by asking teachers open-ended questions.

3.2. Working group
There are a limited number of participants in the study group, which consists of teachers working in the primary school in Yenişehir district of Mersin.

3.3. Data Collection Techniques and Tools
Since the qualitative research model was used in the research, the data were obtained with the answers given to the open-ended questions.

3.4. Data Collection and Analysis
Open-ended questions were determined to be asked in the interview and face-to-face interviews were conducted with the participants. Some of the data obtained are indicated by direct quotations.

4. RESULTS

The findings obtained in line with the purpose of the research are presented, where necessary, supported by direct quotations from the participant's views.

4.1. School Principal's Evaluation of Teachers' Performances

The question "What are your views on the supervision of teachers by school principals in school-based administration?" was asked to the teachers who participated in the research. Many of the teachers stated that it is very important for the administrator who will make observations to have knowledge about their own branches and that it would be better to have information about the content and scope of the course so that they can make a healthy assessment. One participant's views on the subject are as follows;

"I think it would be better if the principal who is observing the lesson is someone who has knowledge about the lesson, in terms of understanding the lesson management and dominance of the teacher. My major is English, if the manager doesn't speak English, how appropriate are the methods I use, how much can he know whether my lecture is according to the level or not. (S5)."

Teachers also state that it would be more appropriate to inform them in advance that they will be observed and that it is not pleasant to create a feeling of dominance without any information. The opinion of a participant regarding this situation is as follows:

"I don't think it's right that the observations are not given prior notice. Every teacher is always ready to come to their lessons and is obliged to do what is necessary in accordance with the curriculum. I think the administration should announce to the teachers in advance which week will be the observation week, even if guests come to the lessons and do not tell the time of day, so that they can lecture in a way that will be more motivated (T2)."

In addition, teachers underline that the number of inspections of their courses should be equal and that it is important to be informed beforehand when it will be held. One of the participants expressed this issue as follows:

"In terms of the frequency of these observations, I believe that it is sufficient to make them once a year or once in a semester. Otherwise, I think that doing it frequently will put pressure on teachers (T3)."

In addition, they expressed the opinion that teachers should not be compared with their colleagues. Any application made by another teacher after observation or inspection, etc. They emphasize that the comparisons made about their situation demotivate them. One of the teachers described the situation regarding this as follows:

"Just as we should not forget the fact that each individual is unique, we must also forget that each teacher's teaching style, methods and methods are unique. Sometimes I am asked to use a format in my course whose content or application does not fit my course at all. However, the student will have difficulties in this situation and I will have difficulties. Without taking this into consideration, an approach such as why did you not use it in your lesson is extremely wrong (T6)."

One of the participants expressed the opinion that it would be beneficial to get the opinions of the school principal through the teacher evaluation form and the students' surveys, in addition to the lesson observations of the school principal.

"Except for the course inspections of our administrator, the evaluations made by distributing the teacher evaluation form to the students in the guidance lessons with the questionnaire method at certain intervals will be useful for the administration to have an idea about the teaching. In order for the evaluation process to reflect full supervision, students' opinions should also be taken (T1)."

The views of a participant who defended the idea that the practices in the classical management approach are more suitable for the philosophy of teaching in the field of education, since the observations made by the inspectors previously assigned by the Ministry of National Education could not be much more objective and interest-oriented, are as follows:

"Teachers may feel obliged to keep in close dialogue in order to constantly please the administration and ensure their relationships. This will cause character wear after a while. In the inspections carried out by the inspector assigned by the center, we did not know them, they did not know us. There would be no worry that personal issues would cause trouble in between. In fact, it is not correct for a person who has been appointed to the position to be graded by the school principal after interviews before appointments, trainee teaching and candidate teaching, and the abolition of candidacy. If the only authority under the supervision of the teacher is the school principal, it seems to me that everyone can guess that it will cause problems. (S10)."

It is understood that the teacher who expressed this opinion is concerned about the problems that may occur in the localization and the control dimension of the school. In addition, there are many participants who believe that school administrators should be experts in their fields and should be chosen from among educators who have specialized in the field of management and supervision. They also state that the leadership styles of principals are of great importance. One participant expressed his ideas as follows:

"My principal can come and watch my lesson whenever he wants. I don't mind his criticism either. The important thing here is the moral upbringing of your manager. I think that an evaluation without sacrificing moral honesty and without abuse can shed light on the teacher's self-development. The teacher's point of view is also important here. Because he/she must have the mental competence to evaluate the criticism in a good way (T4).

Some of the teachers expressed that it is motivating that their efforts related to their projects, studies and extracurricular activities are also motivating and that these should be taken into account in performance evaluations with the following statements:

"How right would it be to come once or twice a year and sit in the back of the class and listen and express some opinions? We spend a lot of effort outside of working hours for the events revealed. Considering these as evaluation criteria will encourage teachers to work more efficiently (T7).

Most of the participants shared about the importance and necessity of self-control. A teacher's thoughts on the subject are as follows:

"First of all, am I doing my job properly, is my conscience clear? I think that's the real question. Even if an inspector or even a minister comes and evaluates a teacher who does not have self-control, if he does not have self-control, whether he meets the demands or expectations is not very valuable in my eyes (T2).

It is understood that the teacher who uses these expressions has high intrinsic motivation and is very sensitive about work ethics. One participant, who stated that he was concerned about whether objective evaluations were made regarding the school principal's role as supervisor, described the situation as follows:

"I think it is okay for the principal to come to the class and observe, but the teacher should know within the framework of which criteria they are evaluated. For the situation to be objective on behalf of both parties. Of course, a pre-prepared evaluation scale is only evaluated in written situations. This situation may blunt the creativity of the teacher, perhaps he will shape himself according to the scale. Relying only on a certain template can be a disadvantage. (T9)."

One of the participants stated that the school principal did not attend his class to observe the lesson during the year and that they had an opinion about the teachers in line with the student behaviors, academic developments and feedback from the parents, and that he did not feel the need to inspect the lesson. Here's what they said about it:

"Normally, the principal is expected to go to the back of the classroom to fill in the lesson observation form by checking the annual lesson plan by observing the lesson at least once a year, looking at the materials you use in the lesson, etc., what is your dialogue with the students, etc. But this is not always done. No one has come to my class for years. If you have any trouble, the student or parent will immediately reflect it to the administration. I think this is why it is not emphasized (T2)."

to my class for years. If you have any trouble, the student or parent will immediately reflect it to the administration. I think this is why it is not emphasized (T20)."

All of the participants, the course, the curriculum and so on. They stated that it is not healthy for students and parents who do not have information about the situation to evaluate. They have stated that they are completely against this idea. The statement made by one of the participants is as follows:

"How objective can the student or parent be, or how accurately can they perceive and reason? Even I don't have to comment on the way or style of a lecturer from another branch. I don't find it right to even interfere with the work of my own coterie friends. Everyone should know their duty. At school, a student is a learner, nothing more. When the parents have a request or discomfort, they come and explain the situation to the administration without any hesitation, and they make a lot of comments about the teachers. But in the case of scoring, all kinds of relationships in the school will be damaged in y opinion (T22)

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Most of the participants think that the participation of all school stakeholders in the control mechanism will have negative consequences for the functioning of the school and work motivation. A small number of participants, on the other hand, argue that they will not pose any personal or organizational problems.

In line with the data obtained, they believe that the negative reflections of the teachers over the middle age, especially the evaluations made based on the opinions of the parents and students, will be high. On the other hand, younger teachers seem to approach the situation more moderately. It is understood that it is very important to inform teachers in a transparent manner during the planning and program stages of evaluation and supervision and to take measures so that they do not feel uneasy at this point.

In addition, it is seen that it would be beneficial to take some preventive measures against situations that would reduce the motivation of the participants or damage their sense of belonging. As most of the participants stated, it is understood that it is of great importance to act in line with the necessary precautions at the point where personal views and bilateral relations can harm the school climate.

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