# INSTRUCTIONAL SUPERVISION OF THE SUPERVISION REVIEW OF ELIGIBILITY

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**ABSTRACT**
Audit; Today, it is seen as the process of revealing the compliance of the practices with the determined goals and basic principles, preparing suggestions for change and development, and providing guidance (MEB, 2005; Vezne, 2006). This new understanding is called "Contemporary Education Supervision" (Deniz, 2017). Whether or not the supervision is carried out in accordance with the instructional supervision, which is one of the most important types of supervision, has been a matter of debate by education stakeholders for years. It is important to determine who can perform supervisory duties and the effects of school administrators on this issue. Knowing the positive-negative behaviors that can be exhibited to the supervised teacher in educational supervision and their effects will undoubtedly make the climate in the organization healthier. Adopting the duties and authorities of the lead supervisors by themselves will further increase the efficiency of the audit. The points that the supervised teachers pay attention to at all stages of the supervision process constitute their perspective on this process. For this reason, they expect the same leadership qualities that teachers expect, especially from school administrators, from their supervisors. Undoubtedly, leadership qualities should also be instilled in the audited stakeholders over time. These gains will be gained through good guidance and cooperation. Supervision is a long-lasting and permanent process, and the teacher's feeling of comfort and safety during this process will directly reflect positively on his performance, and as a result, he will even accept frequent supervision.
**Keywords:** Supervision, supervisor, instructional supervision, education stakeholder, organizational climate, leader.

## Introduction

Organizations and employees need to constantly improve themselves as a result of the changes that occur in order to keep up with the conditions of our age. Educational organizations are one of the organizations that are affected by the change process that is increasing in violence and speed. So much so that today a new meaning has begun to be attributed to education, and in this context, the purpose adopted in education, the content discussed, the method applied and the tools used have begun to change. It is very important for school administrators and teachers, who play an important role in education, to renew themselves and survive in the face of this change (Memduhoğlu & Zengin, 2012).

All these require that the structure created in the school organization be well established and based on a good model in order to achieve certain goals in education. It has become a necessity of the education system to monitor and control whether the investments made by the state are used appropriately and whether the students can reach the desired goals (Ergen, Eşiyok, 2016).

What makes the control really important; the appropriateness of the methods and actions for the purpose, whether they provide the quality of service, and if there are deviations from the predetermined targets, the reasons for these are revealed and corrected. It is aimed to determine how the inspections affect the schools in terms of organizational climate by learning the variability in schools, and to bring all the activities of these educational organizations to the desired level in terms of success with a healthy climate (Kılıç, 2013). Apart from the characteristics of the organization, factors such as surveillance and supervision are the most important factors that determine the organizational climate (Güney, 2000).

According to Atay, 1996; The main purpose of supervision in education is to determine the appropriate methods for the purposes and to reach the result of raising the product in terms of quality and quantity Basically, the

meaning of instructional supervision is to assist the teacher in improving the teaching process. According to Morris J. Cogan, the five stages of instructional supervision are as follows;

- Meeting
- Pre
- Observation Interview
- Class Observation
- Preparation for the Post
- Observation Interview and
- This is the Post-Observation Interview.

Alternative control models are interactive rather than commanding; democratic rather than autocratic; It is teacher-centered rather than supervision-centered, and this supervision style is called "clinical supervision". The role of the supervisor is to enable the teacher to see the current teaching performance, to ensure that the teacher sees the ideal teaching that should be, and to reveal the difference between the teacher's performance and what it should be (Aydın, 2016).

In order for a supervisor to be an effective instructional leader, he or she must meet the instructional needs of the teachers, complete the deficiencies of the teachers, if any, satisfy them, and perform them with a professional skill (Alfonso, Firth, & Neville, 1976).

Considering the objectives of education, it is obvious that instructional supervision will facilitate this. For this reason, there is a need for instructional supervision in order for schools to achieve their goals and to have a more effective management. The main purpose of instructional supervision is to create a moderate culture and to ensure the development of education, especially by observing classroom activities, in the education-teaching process based on cooperation in an environment of trust (Memduhoğlu & Zengin, 2011).

The most important task of the directors; instructional leadership and evaluation of school personnel (Dönmez, 2002). School principals should also supervise the course and observe the teaching processes thoroughly (Balcı, 2002). The aim of principal supervision is not to catch the teacher off guard and interrupt the lesson; is the development of teaching (Özmen & Batmaz, 2006).

In the 21st century, supervision can be mentioned as the basis for achieving a superior product in all aspects for schools as educational organizations. Considering the fact that societies are competing with each other to create individuals with a superiority, more importance is given to the form of the inspections (Deniz, 2017).

**Literature Review**

Instructional Supervision; They are practices that aim to contribute to teachers' self-development, professional advancement, development of problem-solving skills, increase in communication skills, as well as improving the teaching process and realizing organizational goals (Zepeda, 2012). This process refers to helping the teacher in improving the teaching process rather than controlling or judging the teachers (Aydın, 2014). Considering the objectives of education, it is obvious that instructional supervision will facilitate this. For this reason, there is a need for instructional supervision in order for schools to achieve their goals and to have a more effective management. The main purpose of instructional supervision is to create a moderate culture and to ensure the development of education, especially by observing classroom activities, in the education-teaching process based on cooperation in an environment of trust (Memduhoğlu & Zengin, 2011).

School administrators are also expected to exhibit a fair attitude by following different methods from the previous management approach at the point of evaluation of teachers. Classroom supervision to be carried out by the school administrator in accordance with the principles of instructional supervision will support teacher development and make a positive contribution to the achievement of the organization's goals. Therefore, it can be said that instructional leadership, unlike other leadership styles, gives the power to intervene in the instructional behaviors of the teacher in the process of creating a learning climate in the school (Çelik, 2015).

Instructional Leadership; In addition to the physical, social, psychological and economic conditions in which schools are located, the leadership behaviors that supervisors and school administrators should exhibit may differ depending on student and teacher profiles. However, realizing effective learning, which will not change for educational institutions, will always be one of the main tasks of instructional leaders (Şişman, 2004). As a matter of fact, since the end of the 1970s, a series of studies on successful and effective schools led by Western countries have revealed that leadership behaviors are an important factor in school effectiveness (Çelik, 2015).

Instructional leadership, which focuses on learning-teaching processes, basically refers to all the activities that instructional leaders carry out inside and outside the school to improve learning and teaching (Aksu, Gemici, & İşler, 2006).

Debevoise (1984) defined instructional leadership as the behaviors provided by educational stakeholders to increase student achievement. Based on this definition, we can say that the focus of instructional leadership is to raise the student level as much as possible by providing more qualified education. In the literature, it is seen that instructional leadership consists of 3-6 dimensions and the dimensions named with the same names are gathered under titles such as defining the mission, creating a learning climate, managing curriculum and instruction, developing school staff, providing resources for learning, and supervising and evaluating teachers (Kış & Konan, 2014).

As an instructional leader, the sphere of influence of supervisors and administrators is teachers, students and the school environment. The aim of the instructional leader is to increase the interaction among them and to follow an effective management (Chell, 1995).

By creating an environment of trust, which is a sine qua non for successful management and supervision, he/she ensures that future relationships are built on this environment of trust. On the other hand, an effective instructional leader should have a vision that focuses on achieving the desired results and outputs, that is, the realization of goals. He/she should share this vision with everyone related to the school in order to get the necessary support to reach this vision (Özdemir & Sezgin, 2002). In addition, the instructional leader should help the school environment to be a productive environment that is completely oriented towards teaching and create an organizational climate in which students and families can work together, which will increase productivity (Aksoy & Işık, 2008). After the emergence of the instructional leadership concept, the responsibilities attributed to school administrators have been increasing day by day, which requires school administrators to have more detailed knowledge about instructional leadership. In this context, school administrators, who assume all the responsibilities related to the management of the school, undertake a different task by performing classroom supervision (Lashway, 1995).

### Purpose of The Study
The aim of this study is to try to determine "the adequacy and efficiency of the working environment of the school", "the course supervision of school principals", "the issues considered in the supervision process", "the frequency of instructional supervision" and "what are the suggestions for effective instructional supervision?" from the teachers' perspective.

In this research, which is designed for practice, since the educational organizations in our various regions affiliated to different departments affiliated to the Ministry of Education are visited, the fact that the issues related to instructional supervision are interviewed and learned from the individuals in the field causes this study to be seen as important. Depending on this general purpose, teachers were asked questions about whether the supervision was appropriate for instructional supervision, if there were any deficiencies, and what suggestions could be made to increase the efficiency of the supervision.

### Population and Sample
The study was conducted in the fall semester of 2021-2022 with 40 teachers working in schools in various districts of the TRNC Ministry of National Education. Teachers participated in the study on the basis of voluntariness and confidentiality. Before the interview, the participants were informed verbally, and we provided brief explanations about the purpose and content of the study without boring the participants.

### Method and Model of The Research
Qualitative research method was preferred in the research conducted to examine the effects of managers on organizational climate in education. Qualitative research adds depth to the research in terms of looking at events through the eyes of others, gathering events around the context, constructing knowledge, circularity, going deeper and defining (Baltacı, 2019). With qualitative research, it is possible to present the problem in a realistic and holistic way in an inquisitive, interpretive, observant and problematic natural environment (Yıldırım & Şimşek, 2008). The possibility of probability should be eliminated, it is known that the experiences of individuals have an important place (Bogdan & Biklen, 1998).

In this study, "interview technique" related to qualitative research method was used. The interview technique is a technical method used to get someone else's opinion on any subject. The method of getting the participants'

opinions by directing them to the questions we have prepared is known as the interview technique (Türnüklü, 2000).

## Data Collection Tool
In this study, an interview form was developed based on the research problem. The interview form consists of two parts. The first part includes personal information and the second part includes research questions. The questions are given below.

## Interview questions;
1.        In your opinion, the supervisor's role in transforming the working environment of the school into an adequate and productive environment what should be their duties and powers?
2.        As an instructional leader, what are your views on the course supervision of school principals?
3.        As a teacher, what do you pay attention to before, during and after the supervision?
4.        How often do you use instructional supervision that "positively affects teachers' performance"?
What do you think should be done? Explain with the reasons.
5.        What are your suggestions for "effective instructional supervision" in your school?"
The interview form of the research was prepared in line with the approval of expert opinion.

## Data Analysis
Qualitative data analysis is a collection of activities in which the data obtained through data collection methods and techniques such as observation and interviews are organized, categorized, themes are explored and ultimately the whole process is reported. The main purpose of qualitative data analysis is to uncover the information that is hidden in social reality. In this process, the researcher employs his/her own subjectivity and weaves the social reality with an inductive method (Özdemir, 2010). In qualitative research, unlike quantitative research, measurement, proof and generalization to the universe are not essential in data analysis. What is essential is understanding the context, interpreting the content and analytical generalization (Günbayı, 2019).

Content analysis is defined as the technique of systematically summarizing the text / discourse on a subject with words or groups of words that reflect its content, categorizing it into categories and creating codes within predetermined rules by researchers (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008). As it is known, in the content analysis process, qualitative data that are similar to each other are first organized under certain themes and categories and then examined and interpreted in the form of cause and effect relationships and some conclusions are reached (Yıldırım & Şimşek, 2013).

In this study, it was generally aimed that teachers answered the questions in the interview protocol sincerely and that these answers were analyzed in depth. In line with this purpose, the data were analyzed by content analysis in line with the answers given by the teachers to five questions in the semi-structured interview protocol. The codes and themes obtained as a result of this analysis were categorized and shown in tables in the findings section.
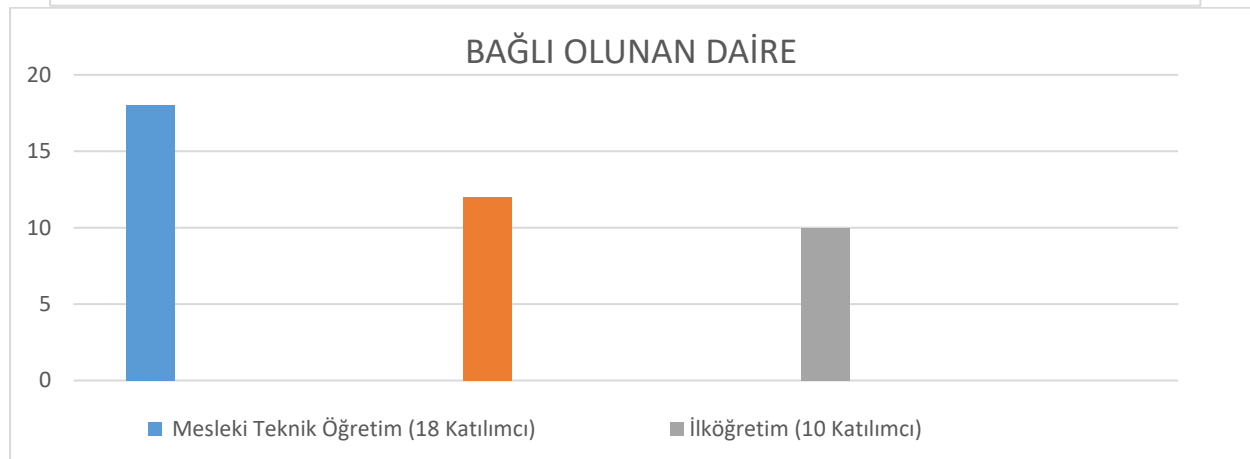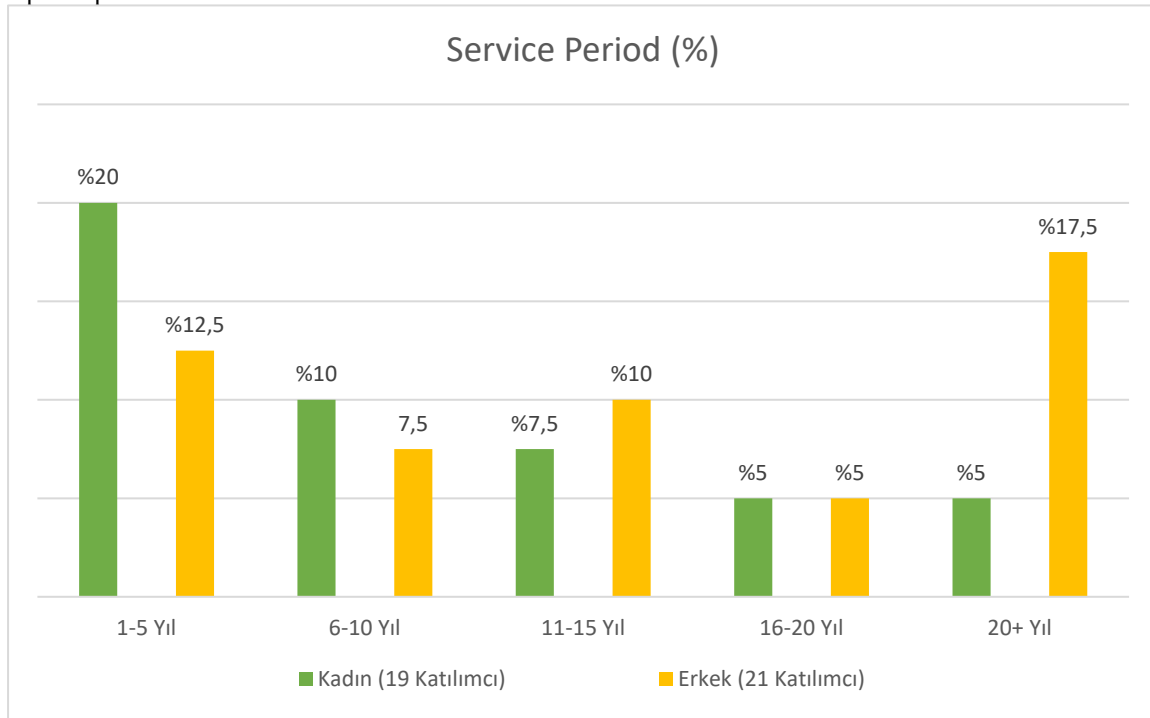
## Findings and Interpretation
Demographic information of the participants is given in the table below:

## Demographic Information
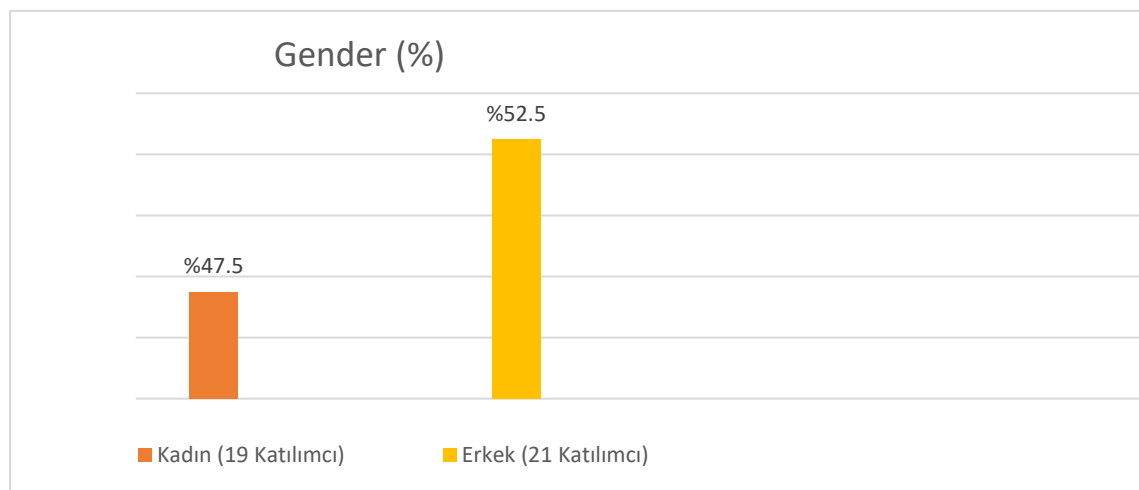
The research was conducted by the Karpaz Vocational High School teachers, 19 (47.5%) female and 21 (52.5%) male participants.

## Service Period (%)



## BAĞLI OLUNAN DAİRE



The highest percentage of the length of service of the teachers participating in the study was "1-5 years" with 32.5% (female + male), while the lowest percentage was "16-20 years" with 10% (female + male).

**Table 1: Frequency Results on Supervisor's Duties and Authorities**

| Category | Theme | (n) | (e) | (f) | (%) |
|---|---|---|---|---|---|
| Supervisor's Task And Powers What Should Happen? | It should be a guide. | 6 | 9 | 15 | 30,61% |
| | | 3 | 2 | 5 | 10,20% |
| | Discipline must be provided. | 2 | 3 | 5 | 10,20% |
| | It should be controlling and controlling. | 3 | 0 | 3 | 6,13% |
| | It should be feedback. | 3 | 0 | 3 | 6,13% |
| | Bridge between ministry and school | 7 | 3 | 10 | 20,40% |
| | should do its job. | 1 | 2 | 3 | 6,13% |
| | Missing course materials should be identified. | 4 | 1 | 5 | 10,20% |
| **Total** | | **29** | **20** | **49** | **% 100** |

Audit activities; It is evaluated as a guidance-centered process that continues periodically to support development, provides feedback, and increases knowledge and skills (Başaran, 1993; Eren, 1993: 404; Bilen, 1996; Kart, 2009 Eurydice, 2012).

"What are the duties and powers of the supervisor?" To the question, 30.61% of male and female interviewer teachers stated that the duties and authorities of the inspectors should be the most guiding, 6.13% each; They should be giving feedback, should act as a bridge between the ministry and the school, and should receive the opinions of the teachers. It is seen that these three answers have a total percentage of 18.39% (Table 1).

**Table 2: Frequency Results Regarding Principals' Views on Course Supervision**

| Category | Theme | (n) | (e) | (f) | (%) |
|---|---|---|---|---|---|
| Managers Your Opinions On Course Supervision What Are There? | It should ensure the formation of a good education-teaching environment. | 6 | 2 | 8 | 13,33% |
| | | 8 | 6 | 14 | 23,33% |
| | It should be a guide for teachers. | 6 | 6 | 12 | 20% |
| | The teacher should ensure that the classroom management is good. | 4 | 3 | 7 | 11,67% |
| | It should be reassuring to teachers. | 0 | 1 | 1 | 1,67% |
| | It should ensure that the teacher comes to the lesson more prepared. | 0 | 5 | 5 | 8,33% |
| | The teacher should be motivating. | 2 | 4 | 6 | 10% |
| | The manager should not have supervisory authority. | 2 | 5 | 7 | 11,67% |
| **Total** | | **28** | **32** | **60** | **% 100** |

| Category | Theme | | (n) | (e) | (f) | (%) |
|---|---|---|---|---|---|---|
| Before, During And After Audit What Do You Consider? | **Pre** | To preliminary preparation. | 17 | 23 | 40 | 19,23 |
| | | The suitability of the classroom environment. | 15 | 18 | 33 | 15,86 |
| | **During** | to student participation. | 21 | 16 | 37 | 17,79 |
| | | The use of appropriate methods and techniques. | 18 | 14 | 32 | 15,39 |
| | | My natural, realistic self | 3 | 4 | 7 | 3,36 |
| | | to be. | 15 | 17 | 32 | 15,39 |
| | **Post** | Team work. | 12 | 15 | 27 | 12,98 |
| **Total** | | | **101** | **107** | **208** | **%100** |

Under the supervision of the teaching, all concerned take part in developing the necessary teaching environment and process in order to ensure that the student learns in accordance with the objectives. For this reason, instructional supervision requires not only supervisors to work with teachers, but also administrators, experts and other personnel related to teaching at school to take action in a planned and programmed manner (Erdem, 2006).

In the interview with forty people, "What are your views on the course supervision of the principals?" To the question, 23.33% of male and female interviewer teachers stated that they should guide the teachers, while 1.67% of them stated that they should ensure that the teacher is more ready for the lesson (Table 2).

**Table 3: Frequency Results Regarding What to Consider Before, During and After the Audit**

In education, the teacher's "pre-preparation" for the lesson is one of the most important factors in achieving the goal. Therefore, the teacher should plan the learning-teaching process and arrange the time well. At least one week before each lesson, the students should inform the students about the documents related to the work to be done and the materials they need to bring about the technique to be used. Students should choose the examples of activities related to the acquisitions that are planned to be acquired from the relevant course from the program or prepare the activities for the acquisitions themselves. While preparing these activities, environmental and cultural factors, geographical features, students' development levels, interests and needs, and economic conditions should be taken into consideration. The teacher should be aware of the fact that it is not possible for his students to adopt a subject for which he is not adequately prepared, does not believe, does not assimilate, and does not establish an emotional relationship (Soydan, 2011).

"As a teacher, what do you pay attention to before, during and after the inspection?" The questions to be considered during the audit were included with a maximum of 51.93% as a total percentage. Depending on these results, attention was paid to student participation as a maximum of 17.79% during the inspection. If we look at it individually, not as a total, it is the highest answer given that the teacher pays attention to his own preliminary preparation before the inspection with 19.23%. Having a natural, realistic attitude with 7% during the inspection is the least answer given by the teachers. If we look after the audit, it is seen that only a single theme has emerged. This is the biggest indicator of how much the supervised teachers attach importance to the supervisor's feedback and comments after the supervision (Table 3).

**Table 4: Frequency Results on How Often Instructional Supervision Should Be Done**

| Category | Theme | (n) | (e) | (f) | (%) |
|---|---|---|---|---|---|
| How Frequently Should Educational Supervision Be Done? Reasons. | Monthly. | 2 | 4 | 6 | 15% |
| | Bimonthly. | 2 | 1 | 3 | 7,5% |
| | Once a year. | 5 | 3 | 8 | 20% |
| | two a year. | 5 | 11 | 16 | 40% |
| | four a year. | 4 | 1 | 5 | 12,5% |
| | Every three years. | 1 | 0 | 1 | 2,5% |
| | It should not be inspected frequently. | 0 | 1 | 1 | 2,5% |
| Total | | 19 | 21 | 40 | %100 |

"How often do you think the instructional supervision should be done?" While the answer to the question "Girls and boys should be supervised twice a year with a high rate of 40%," the reason was given as support for teacher development. The answer given that it should be audited every month has 15%. Accordingly, it was answered that the teacher should be always ready by being supervised frequently throughout the year as a reason. It was determined that the teacher should be supervised once a year, with a rate of 20% and the justification that his performance would be determined. If we look at the minimum percentage, two different answers with 2.5% were determined. These; It should not be audited frequently with long-term audits such as once every three years. As a result, if we look at the auditing frequency; From these answers, it is clearly seen that the teacher will not be bothered by being supervised in both periods of an academic year (Table 4).

**Table 5: Frequency Results on Recommendations for Effective Instructional Supervision**

| Category | Theme | n | e | (f) | (%) |
|---|---|---|---|---|---|
| Effective Educational For Audit Your Suggestions Whatare There? | There must be effective constructive communication | 15 | 10 | 25 | 33.33% |
| | Classes should be checked for compliance with the course. | 5 | 4 | 9 | 12% |
| | School principals should also be supervised. | 2 | 1 | 3 | 4% |
| | Students should also be supervised | 3 | 2 | 5 | 6.67% |
| | Frequent and prolonged | 5 | 6 | 11 | 14.66% |
| | inspection should be done | 7 | 8 | 15 | 20% |
| | Feedback should be provided | 1 | 1 | 2 | 2.67% |
| | Collaboration should be emphasized | 3 | 2 | 5 | 6.67% |
| Total | | 41 | 34 | 75 | 100% |

The communication skills and practices of educational supervisors, who undertake communication-based roles such as guiding, on-the-job training and improving the teaching process, are vital in fulfilling these roles (Wertheim, 2011).

As seen above, "What are your suggestions for effective instructional supervision?" As Wertheim mentioned above, they answered the question "There should be effective and constructive communication," with a high rate of 25%. This shows us how important communication is in auditing. Then, the answer was given that a frequent-long-term experiment should be done with 10% of them. As seen in Table 4, the teacher did not hesitate to be supervised here, on the contrary, he repeated the conclusion that his performance would increase.

If feedbacks should be provided with a share of 15%, as seen in Table 3, it is among the behaviors that the teacher expects from the supervisor after the instructional supervision. This constitutes an important place among the behaviors expected by the teacher of the supervisor's effective-constructive communication and feedback.

In order to carry out an effective supervision, it is necessary to create an empathetic, reassuring and tolerant atmosphere between the teacher and the supervisor, rather than a commanding behavior in the supervisor's relations with the teacher; states that the teacher should exhibit behaviors that enable the participation of the teacher in the activities to be done and the decisions to be made (Memduhoğlu & Mazlum, 2014). Regarding this explanation, it is seen that the answer should be given importance to cooperation with a share of less than 2%. Here, the teacher wants to cooperate with the supervisor, even a little. They stated that being in cooperation will both reduce the workload of the teacher and cause the teacher to relax mentally and psychologically (Table 5).

**Conclusion**

Audit process; It can be defined as observing the work of the staff working at the school, revealing the mistakes and deficiencies, and taking the necessary measures to correct them (Demirtaş and Güneş, 2002: 34); It can also be defined as the studies carried out to improve the quality of education in schools and the assistance service provided to teachers to perform their duties better (Aydın, 2013). When the definitions regarding the audit process are examined (Aydın, 2013; Aypay, 2010; Balaban, 2005; Başaran, 1994: 57; Başaran, 2000: 137; Gökçe, 1994; Memduhoğlu, 2012; Sergiovanni and Starrat, 2002; Taymaz, 2012: 33) It is seen that the meanings such as "seeking fault, control" or "help, guidance, direction" are attributed to control. The reason why such different meanings are attributed to auditing is that the perception of the audit process has changed significantly in the historical process (Memduhoğlu & Mazlum, 2014).

Instructional supervision has an important place in terms of ensuring effectiveness and efficiency in teaching. Supervision of instruction assumes the role of a "compass", in other words, a guide in ensuring that the aims of instruction are realized at the highest level (Erdem, 2006).

In this study, it was stated that the most fundamental duty of the supervisor should be guiding, as indicated in Table 1.

In order to eliminate all deficiencies in the realization of the objectives aimed in education and to develop the methods and techniques used to achieve the objectives at a higher level, the "supervision of education" should function in accordance with the objectives and without loss of time (Erdem, 2006). The answers given in Table 1 and Table 5 are "eliminating the deficiencies of the classrooms" for effective supervision and supervisor and making the subject environment more suitable for efficient lessons. These answers lead to the conclusion that if the classroom environment is not suitable for the lesson, the teacher, who is the education stakeholder, cannot be very productive. Undoubtedly, the above-mentioned deficiencies should be identified and quickly corrected by supervisors as well as managers.

As mentioned before, it has been determined that teachers are not bothered by being frequently audited (especially twice a year). Contrary to the prejudices, it undoubtedly increases the performance of the teacher as a professional education stakeholder above the expected level, as it contributes to the teachers' seeing their shortcomings with a collaborative approach and increases the probability of them coming to their lessons more ready by making their preliminary preparations more seriously. Here, it is clearly seen in Table 5 that supervisors and managers have leadership qualities, and the most effective-constructive communication among these qualities.

If it is desired to achieve the objectives aimed in education at the highest level, due importance should be given to the supervision of education; it should be renewed according to changing and developing situations and be able to respond to developments and changes (Erdem, 2006).

**Suggestion**

In inspections, it is clearly seen that effective communication based on good human relations, cooperative, good-constructive interaction, guiding-guiding and contemporary education is frequently emphasized in theory, but many problems are experienced in practice. For this, educational supervisors should exhibit exemplary behaviors while conducting audits, and establish good human relations by developing effective communication skills that suit leadership. In this context, training should be given to supervisors to gain communication skills.

Considering the human relations dimension of supervision, education supervisors should be encouraged to participate in both in-service training and joint social and cooperative activities with teachers. By increasing the

number of education supervisors, the heavy workload of supervisors should be reduced, and all supervisors should be directed according to their own branches and areas of expertise. Thus, it will be ensured that the inspectors will provide better guidance by doing their job more consciously and correctly.

Moreover; Teachers should be allowed to allocate more time apart from documents, files, plan-program controls. Finally, in order to ensure continuity in supervision, teachers should be provided with various means of communication and transportation so that they can reach supervisors when necessary.

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