

## OPINIONS OF SCHOOL MANAGERS AND TEACHERS ON EDUCATIONAL SUPERVISION IN THE CHANGE PROCESS

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### ABSTRACT

This research was conducted to examine the views of school administrators and teachers on educational supervision in the process of change. The study is qualitative research. Personal information form developed by the researcher and semi-structured interview form were used as data collection tools. In this context, 20 teachers / school principals working in 5 primary schools affiliated to the Ministry of National Education were interviewed. It is seen that 45% of the participants are in the 35-44 age range, 35% are in the 25-34 age range and 20% are in the 45-59 age range. 55% of the participants are women, 45% are men, and 60% are married and 40% are single. In line with the answers to the questions, some themes were formed and interpreted. At the end of the research, it was determined that most of the participants saw supervision as a control mechanism and supervision of the suitability of the work done. In addition, it is seen that the participants support the abolition of the course supervision practice of the inspectors. Regarding the education supervision system, half of the participants argued that there were no planned and purposeful changes.

**Keywords:** Education supervision, Change process, Inspectors.

### Introduction

It is seen that education changes rapidly over time. Educational supervision should not be separated from these changes as activities such as understanding whether education has reached its goals, giving feedback, guidance activities and conducting investigations. Education refers to a living process that lives, progresses and develops. It is not possible for these processes to progress unsupervised. Auditing helps to determine to what extent an institution has achieved success rates (Altunya, 2012). Educational supervision, on the other hand, is expressed as the process of including teachers in the educational environment in order to improve teaching and increase student success (Gündüz, 2012). In this sense, it is possible to define educational supervision as the control and development of the process.

In the 1990s, when changes were experienced in almost every field in Turkey, changes were also made in educational supervision. With the "Regulations on the Primary Education Board of Inspectors of the Ministry of National Education" published in 1990, the Ministry of National Education (MEB) primary education inspector candidates are based on qualification, election, appointment, training, entry to the profession, duty, transfer, responsibility and authority, establishment, functioning and working of the primary education inspectors' board. and its procedures have been regulated (Official Gazette, 1990). In 1998, the "Directive on Working Principles and Procedures of the Inspection Board of the Ministry of National Education Inspection and Evaluation Unit" was published (MNE Journal of Notifications, 1998). With this directive, more detailed information is given about how the "Inspection Board" will work.

In 1999, the "Regulation of the Primary Education Inspectors Presidency" was published (Official Gazette, 1999). It is seen that the Directorate of Primary Education Inspectors was established, which is directly linked to the provincial director of national education with this regulation. By emphasizing guidance and on-the-job training, it was decided that inspections, examinations, evaluations and investigations would be carried out by inspectors appointed by the board. Among the duties of the Board are to train school administrators, teachers and other personnel on the job and to provide guidance services. In 2011, the "Regulation of the Ministry of National Education Education Inspectors' Presidencies" was published (Official Gazette, 2011). With the said regulation, "Education Inspectors Inspection Board" was established within the scope of the provincial national education directorate in each city. Each city was divided into inspection zones and it was decided to form inspection groups. In the same year, "The Decree Law Regulating the Organization and Duties of the Ministry

of National Education” was published (Official Gazette, 2011). It was stated by the decree that provincial education inspectors and assistant inspectors would be employed.

In 2017, changes were made again in education supervision. It has been decided to provide inspection and inspection services to the whole of Turkey with the education inspectors formed from a core staff of 500 people in the central organization. The reason for this change is that the education inspectors stay away from local influences and guide the provincial administrators in order to use public resources efficiently and effectively. Teacher inspections will no longer be made by Education Inspectors. It should be noted that the task of teacher supervision is left to school administrators. For this reason, it has been seen that education inspectors, school principals and teachers have become the focus of educational supervision in the change process. This study was conducted to determine the opinions of school administrators and teachers about educational supervision in the said change process.

## **Conceptual Framework**

### **Audit**

Control mechanisms are as old as human history. Each period has changed in certain conditions within itself. It is seen that new trends and understandings emerge in every period. It is seen that there are differences in the management approaches expressed as sub-items in the control styles. It should be noted that there is an understanding of control like the one that is dominant in institutions. As stated by Başaran (2000), auditing is a universal understanding. Regardless of its purpose and type, it should be noted that no institution can operate unsupervised. By doing people's own work, it is seen that supervision is necessary even for them to be able to achieve it. In this sense, supervision is defined as the process of monitoring and correcting the functioning of institutions in order to prevent deviations from the planned organizational goals.

With the accepted definition of audit, by determining whether the information about any private or public institution is following the previously determined criteria; It is the process of collecting and evaluating evidence by an expert unit for the purpose of reporting. When we look at the Dictionary of Educational Terms, it is seen that supervision is defined as the examination, investigation and inspection of the compliance of education and training activities with the laws, regulations, by-laws and circulars in force (TDK, 2021). In order to achieve organizational goals, it is important that both the efficient use of institutional resources and the careful management and supervision of organizational resources (Aydın, 2014; Taymaz, 2015).

Although auditing is one of the basic processes of institutions, it is seen that audit mechanisms and processes differ according to organizational conditions. It is possible to give an example of the fact that the inspection process in the field of education is different from other sectors. It should be noted that this difference is due to the specific conditions of education. Abstract, long-term goals of education require educational institutions to be handled with a different approach. On the other hand, the diversity of programs in the field of education and the hierarchical structure in education make it difficult to establish a monolithic control system in education (Türkdemir, 2013).

### **Education Supervision**

One of the current trends of supervision is to establish a link between education and national interests. The second is to help the teacher gain professional independence (Bursalıoğlu, 2002). In this case, it is seen that there are two different ways in educational supervision. In the first control trend, the school is seen as an institution that is operated without deviating from the general principles and objectives in the constitution, by prioritizing the benefit of the society. Educational supervision should also ensure equivalence with national policies. Control should not be in disconnect with the military, artistic, economic, psychological and administrative powers of the state. The second supervision tendency is to leave the teacher free to use the desired teaching techniques and methods; It is expressed as a process that provides personal learning and development. These two tendencies should be used together for an efficient and effective educational supervision (Çakırer, 2010).

Bahçivan, Bayraktutan, Bilbay, et al. (2010) determined the educational supervision, the outputs of the educational process, its applications in education, the legal situation, the objectives, the plans made, whether it is suitable for all kinds of resources; They defined it as a process in which there are ethical rules aimed at reaching predetermined standards and eliminating undesirable behaviors. Some of Aydın's (2005) audit models that are important in terms of educational supervision; scientific, instructional, clinical, developmental and differentiated supervision.

**Scientific Supervision:** According to this understanding, it is important how the people who will work in the institution are selected. It is a method in which scientific methods are used and the main importance is work. It is acted with the logic of maximum efficiency with minimum work (Toprakçı, 2004).

1. **Instructional Supervision:** Instructional supervision is the behavior system provided by formal methods for the purpose of improving education. Supervision teaching should be improved. In this sense, it is expected to provide psychological and technical support, assistance, service, program development, evaluation, coordination, ability, skills and materials to teachers. In addition, supervision, development, evaluation and coordination of education, evaluation and development of educational objectives, professional development of personnel and evaluation of educational outputs are provided (Çakırer, 2010).
2. **Clinical Supervision:** As a clinical word, it is expressed as focusing on the teacher's behavior in the classroom with the face-to-face relationship between the supervisor and the teacher (Kunduz, 2007). The clinical audit here is based on the problems that the inspectors encounter while working. Ensuring that the relationship between the supervisor and the teacher is tight; It aims to support teachers in their educational activities. In clinical supervision, it is emphasized that teachers will develop themselves in their profession, and their strengths and positive aspects are emphasized (Çakırer, 2010).
3. **Developmental Supervision:** Supervisor is responsible for analyzing the developmental level of teachers and exhibiting a supervisory behavior according to these developmental levels. The aim is to turn supervision from a frightening process into a more appropriate process for the needs of the teacher (Çakırer, 2010).
4. **Differentiated Supervision:** It is the type of supervision that includes preferences in supervision services offered to the teacher. It is generally applied to prospective teachers or teachers who have serious problems. Other teachers, on the other hand, can use this supervision in order to develop themselves more and to work in cooperation (Aydın, 2005).

These audit models can be a source for the audit systems of countries to the degree of their differences.

### **Purpose of the research**

The aim of this study is to determine the opinions of school administrators and teachers about educational supervision in the process of change.

### **Research Method**

This research is a qualitative study. Qualitative research is based on an interdisciplinary holistic perspective. It is adopted to analyze the research problem with an interpretative approach. The events and phenomena on which research is conducted are handled within their own framework and interpreted in terms of the meanings attributed by people (Altunışık, Coşkun, Bayraktaroğlu et al., 2010). In the words of Özdemir (2010), qualitative research; It is one of the ways of producing knowledge developed to analyze the secrets of human beings and to explore the depths of social systems shaped by their own efforts. Qualitative research aims to show the complexity and integrity of the phenomenon under consideration, to understand and interpret the reasons behind the actions of social actors. The researcher is participatory and subjective (Doruk, 2016).

### **Population and Sample of the Research**

In this research, 20 teachers / school principals working in 5 primary schools affiliated to the Ministry of National Education were interviewed.

### **Data Collection Tools**

In this study, interview was used as data collection tool. Interviewing is one of the powerful methods of revealing people's subjective experiences, perspectives, values, feelings and perceptions. Supporting the interview process with data obtained from written and observation documents increases the reliability and validity of the research (Yıldırım & Şimşek, 2008). Among the interview techniques, semi-structured interview technique was preferred. Semi-structured interview technique is more flexible. In the technique in question, an interview protocol is prepared that covers the questions that the interviewer has planned to ask beforehand. In addition, the interviewer can affect the flow of the interview with other questions or sub-questions in accordance with the flow of the interview. The interviewee may be asked to open and elaborate on their answers. Semi-structured interview technique: It provides convenience in research due to a certain level of standardization and flexibility it has (Türnüklü, 2000).

In this study, a personal information form developed by the researcher and a semi-structured interview form were used as data collection tools. The data of the research were collected in places where the participants could express themselves comfortably, at the time they made an appointment. Interview questions were directed to each participant with the same word and intonations that evoked the same meaning. Participants were stratified

as K1, K2, K3, K4 and K20. In order to evaluate the opinions of the sample group about supervision at primary education level, 5 questions were prepared by the researcher based on the discussions expressed in the sources. The prepared questions are as follows:

1. What is auditing for you?
2. What are your views on the abolition of the inspectors' course supervision practice?
3. What do you think about the changes you observed in the educational supervision structuring?
4. Do you think that the changes in the education supervision system are a purposeful and planned change? Why is that?
5. What changes should be made in the supervision system for an effective supervision in education? What are your suggestions?

### Analysis of Data

By describing the data collected with a semi-structured interview form with the content analysis method; comment has been made. Content analysis is to bring together similar data within the framework of a certain theme and concept and organize them in a way that the reader can understand; means interpretation. Research problems were accepted as themes. Questions were asked about each theme. The findings were selected from the opinions of the participants and directly quoted. Research data were analyzed with descriptive analysis techniques. In descriptive analysis, the data obtained are summarized and interpreted in line with predetermined themes, and direct quotations are frequently used to reflect the views of the participants in a striking way, and the results are interpreted in a cause-effect relationship (Yıldırım & Şimşek, 2003).

### Findings and Interpretation

**Table 1:** Shows the demographic information of the participants:

		(n)	(%)
Age	25-34	7	35
	35-44	9	45
	45-59	4	20
	Total	20	100
Gender	Woman	11	55
	Male	9	45
	Total	20	100
Marital status	Married	12	60
	Single	8	40
	Total	20	100

When Table 1 is examined, it is seen that 45% of the participants are in the 35-44 age range, 35% are in the 25-34 age range, and 20% are in the 45-59 age range. 55% of the participants are women, 45% are men, and 60% are married and 40% are single.

The first question posed to the participants in the study was “What is auditing for you?” Since the participants were asked to define the audit in a conceptual sense, no theme was created in this question. As a matter of fact, the answers given are the same. The definitions of some participants regarding the concept of audit are given below.

K2: It is to understand whether the audit is in accordance with the rules and principles determined within the scope of the goals and objectives accepted in an institution. In addition, it is the control of the work done by the employees. I can define it as a system where it is checked whether they act in accordance with the duties determined by the law.

K6: Control, as the name suggests, is control. It is the control of a business or organization by certain mechanisms.

K7: In my opinion, auditing is checking whether the work done by an organization is done properly. There are laws regarding this. The criteria are set in these laws. Institutions, organizations or individuals performing the audit should consider the criteria set in these laws.

K14: Control is control. It is necessary to check whether the employees in an enterprise are working properly. Thus, those who do their job well and those who abuse it will be separated. It is a required request for every institution.

When the answers given are evaluated in general terms, it is seen that they agree that they see the audit as a control mechanism and the supervision of the suitability of the work done. The common point of definitions for audit suggests the definition made by Genç (2007). According to him, auditing is the determination of whether the work is carried out according to the plans made in the institution, the directives and rules that must be followed, and the correction of the deficiencies and weaknesses, if any (Genç, 2007). A similar definition was made by Taymaz (2015). Auditing is to ensure that an institution's purpose is to control whether it is carried out effectively, according to existing rules and on time. Here, it should be noted that the repetition of mistakes can be prevented, and it can be carried out in a healthy way, thanks to supervision (Aydın, 2014).

In the study, the participants were asked about their opinions on the subject of "The abolition of the course supervision application of the inspectors". Two themes were created based on participant responses. Positive theme: It was divided into three categories as stress decreased, tension decreased, and pressure lifted. The negative theme was comfort and business were divided into two categories as disruption.

**Table 2:** Theme 1. Opinions of Inspectors on the Abolition of Course Supervision Application

Themes	Categories	f
Positive	Stress reduced	5
	Tension is reduced	6
	Print off	4
Negative	Comfort has arrived	3
	Business has been disrupted	2

Some of the answers given by the participants in the study are as follows:

K3: When it was said that the inspectors would come, we, as teachers, were getting stressed. We were starting to make mistakes that we wouldn't make on normal days. It was a stressful day for us.

K8: Personally, I was getting very nervous. Even the students understood this. The stress of the school principals was making us more nervous.

K13: There was a real pressure on us. The inspector will come, first pay attention to the costume and then the teaching information. Act like this, don't say that. This pressure was pushing us to make more mistakes.

K18: The removal of this control caused a relief for all of us, including myself. We know that no more inspectors will come to the classrooms. That doesn't mean we're not doing our relaxation job. Of course, we do, but knowing that there would be supervision provided a discipline.

K20: I think that the fact that the inspectors no longer inspect the classrooms hinders the work. I've even heard of some of the teachers showing pre- or extra-curricular courses. I have witnessed that school principals also postpone their complaints. I wish this control had not been lifted.

When the answers are evaluated in general, it is seen that the participants support the abolition of the course supervision application of the inspectors. 15 participants supported the abolition of the course supervision application. With the abolition of this practice, 5 participants stated that their stress decreased; 6 participants stated that the tension decreased, and 4 participants stated that the pressure was removed. Mazlum and Memduhoğlu (2014) also found that inspectors are closed to guidance activities, and they define them as oppressive, fault-seeking and authoritarian people among training procedures. So much so that the pressure of accountability in schools can have different effects on individuals. It is stated that people do not like to be held accountable in accordance with their nature. Accounting practices can cause results such as dissatisfaction, stress and burnout in individuals (Valli & Buese, 2007). It was seen that 5 people who participated in this research did not look positively to the abolition of the course supervision application by the inspectors. Three of the participants stated that this situation caused comfort for teachers; Both participants thought that things were disrupted. This situation is like the research results of Boydak and Özdemir (2010). So much so that one of the results of this research should think that the participant teachers describe the order and rule that supervision should be necessary. In the same study, it was determined that teachers felt tension and anger during supervision.

In the study, the participants were asked their thoughts about the changes they observed in the educational supervision structuring. In this direction, two themes were determined as "better" and "not good at all". The themes were better, the pressure in the audit is gone, the multi-headedness is over, the audits were already unjust and unqualified audits were categorized as. No good themes were divided into two categories as providing work discipline and having responsibility.



**Table 3:** Theme 2. Their Thoughts on the Changes They Observed in the Educational Supervision Structuring

Themes	Categories	f
Got better	The pressure on the control is gone	5
	Multi-header has been discontinued	6
	The inspections were already unfair.	2
	There was unqualified supervision.	2
It was not good at all	Provided work discipline	3
	There was responsibility	2

Some of the participant responses are as follows:

K5: After the changes in the inspection, the inspectors no longer come to the classrooms, our inspection is done by the school principals. A familiar face makes us behave more comfortably; we can express ourselves comfortably. In this sense, a great deal of pressure has been removed from us.

K6: In the past, both school principals and inspectors had a multi-headed control. Now this task is left only to the managers. In that sense it was good.

K10: It's better now as I thought the previous inspections were unfair.

K11: As far as I can remember, there was no full-fledged supervision before, it was unqualified in a way. Hollow was just checked to mean checked. I am happy with the current situation.

K17: I think it would be nice to have a job from outside. He was working within a discipline. It's very messy now.

K19: It's like we used to feel more responsible. Let me tell you for myself, knowing that the inspector would come made me think that I should do my job perfectly and enabled me to work in this direction.

When the answers were evaluated, it was determined that with the changes in the education inspection, 5 of the participants found the oppression gone, 6 of them found the multi-headedness over, 2 of them found the previous inspections unfair, and 2 of them found it unqualified. On the other hand, 3 participants believed the new situation was not good at all, on the grounds that the old inspections provided work discipline and 2 of them imposed responsibilities. Here, the definition of auditor made by Başar (2000) should be included. According to him, the person who supervises must first be a good teacher. It is necessary to prepare for professional life with a serious education, to follow professional developments, to be loved and respected, fair and sincere guiding features rather than being a feared supervisor. In this case, the unfair treatment and unqualified supervisors that the participants encountered in the past made the new system preferable.

The opinions of the participants about whether the changes in the education supervision system are a purposeful and planned change were wondered. The main point here is whether they follow the inspection system and whether they have sufficient information on this subject. In this context, four themes were created (Table 4).

**Table 4:** Theme 3. Opinions on Whether the Changes in the Educational Supervision System Are a Purposeful and Planned Change

Themes	f
Planned	3
Purposeful	2
Both of them	5
None	10

Some of the participant responses are as follows:

K8: As far as I know, the changes made are specified in the law as planned.

K9: I think it's on purpose.

K13: Of course, it is stated in the relevant law and legislation that the changes are planned and purposeful.

K15: It is stated how planned and purposeful it is in the laws on the subject, but I do not believe that it is purposeful and planned in practice.

K20: In theory, of course, it was stated that it would. But I think there are still deficiencies in practice.

Looking at the answers of the participants in general terms, it was seen that 3 of the participants stated that the changes in the education supervision system were planned, 2 of them were purposeful, and 5 of them were both planned and purposeful. On the other hand, it was stated that half of the participants thought that there were no planned and purposeful changes. However, the supervision of the teaching should be the control of the

preparations, evaluations, activities and many factors that are effective outside the course. In this process, it is suggested that not only teachers and supervisors, but also all concerned should take part in a programmed and planned manner in order to ensure that students receive education in accordance with the objectives, and to improve the environment and process of teaching (Erdem, 2006).

Finally, the participants were asked “What changes should be made in the supervision system for an effective supervision in education? What are your suggestions?” question was posed. The opinions of the participants about the suggestions were divided into two separate themes. Suggestions with audit; It should serve as a guide, be objective, be transparent, and solve problems. Suggestions for the auditor are It is divided into three categories as the experts should be experts in their work, the inspectors in the cities should inspect and the auditor should not separate the man.

Themes	Categories	f
Audit recommendations	Should act as a guide	2
	must be objective	1
	It should be transparent	2
	It should solve the problems	2
Auditor recommendations	Must be professionals	5
	Let the inspection be done by the inspectors in the cities again	4
	Inspectors should not separate people	4

K1: It should act as a guide in accordance with the audit purpose. Teachers should not be afraid to be supervised, we school principals should not experience stress. Rather, it should play an educational role.

K5: It should be ensured that the audit is objective. Every school and every employee should be audited on equal terms.

K9: I want it to be transparent. Know when and by whom to inspect; There should be no tension in teachers. Because this attitude of the teacher, who is nervous, is reflected in the lesson and the students.

K14: I would like an audit system to first identify the problems and malfunctions and resolve them. As far as I can see, many problems are encountered in the implementation phase of this system. These problems need to be resolved and continued the road.

K16: I think the training of inspectors should be expanded. More detailed training should be given. In this sense, I think that there is a need for expert inspectors.

K19: Frankly, I sometimes miss the inspectors coming in. At that time, it was as if teachers and principals were more serious about their work.

When the answers given are examined, 2 of the participants stated that the audit should act as a guide; It is seen that 1 of them think that it is necessary to be objective, 2 of them emphasize transparency, and 2 of them think that an understanding towards solving problems should be adopted. It was determined that 13 participants made suggestions about auditors, that is, inspectors. Accordingly, there are 5 participants who stated that the inspectors should be experts in their work. There were 4 participants who said that the inspection should be done by the inspectors in the cities again. Finally, 4 participants said that the inspectors should not separate people. It was determined that almost all of the participants in the study conducted by Gündüz and Can (2017) thought that education inspectors should be experts. Tok (2013) similarly in his study; determined that education inspectors were insufficient in terms of their academic qualifications and developed suggestions in this regard. According to Bülbül and Acar's (2012) study, while it was seen that inspectors' guidance role was their most important task, Özmen and Şahin (2010) found that inspectors fulfilled their guidance task less. Considering these studies, it is seen how important guidance is in the audit system. For this reason, it is important that inspectors are experts in their work.

### Conclusion

In this study conducted with school principals and teachers, educational supervision in the process of change was examined. In the research, a semi-structured interview form was used, and 4 questions were asked to 20 participants. As a result of the research, it has been determined that most of the participants see auditing as a control mechanism and auditing the suitability of the work done. In addition, it is seen that the participants support the abolition of the course supervision practice of the inspectors. With the abolition of this practice, it was determined that the stress and tension in the participants decreased, and the pressure disappeared. They are of the opinion that oppression and multi-headedness have come to an end with the changes in educational supervision. Regarding the education supervision system, half of the participants argued that there were no planned and purposeful changes. The participants, who were asked for their suggestions about the audit system

in the research, stated that the audit should act as a guide; They suggested that one should be objective, that transparency should come to the fore, and that an approach to solving problems should be adopted. Regarding the inspectors, They suggested that he should be an expert in his job, that the old control system should be returned and that everyone should be treated equally.

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