

## SUPERVISION AND SUPERVISION PRINCIPLES

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### ABSTRACT

Supervision involves the impartial and objective assessment of the conformity of economic activities and events to specified criteria and criteria. This process plays a critical role in the evaluation and improvement of teacher and school performance, especially in education systems. It is important to strictly adhere to the principles of accountability, objectivity and impartiality for the effectiveness of audit processes. Accountability emphasises transparent communication; objectivity supports objective evaluation; and impartiality guarantees a fair process. Audit processes that comply with these principles can improve the quality of education, support student achievement and provide a basis for continuous improvement.

**Keywords:** Supervision, Education, Supervision principles

### Supervision

Audit is defined as a systematic process in which evidence and information are collected and evaluated impartially and objectively in order to investigate the degree of conformity of economic activities and events with predetermined criteria and criteria and to inform those concerned about the results (Güredin, 2000).

Audit is emphasised as the process of collecting evidence and evaluating the evidence collected by the experts in the field in order to determine the conformity of the financial information related to a certain economic unit with the previously determined criteria and presenting the opinions obtained as a report to the relevant persons (Kavut et al., 2009).

Auditing is the process of understanding the level of compliance of organisational actions with the principles and rules determined in line with the accepted goals and objectives (Aydin, 2014).

Bursalioğlu (2015) defines audit as the method of controlling behaviours for the benefit of the public.

In another definition, it is stated that auditing is a service area such as supervising and evaluating the work done, making suggestions to the relevant people in order to ensure that it can be more efficient, guiding and guiding the employees of the organisation in the process of fulfilling their duties and training (Taymaz, 2015).

In the education system, supervision is a process that starts with the determination of positive and negative aspects in terms of institutional aspects and continues with development after evaluation (Memduhoğlu, 2012).

Supervision is also involved in classroom practices in order to realise education and training goals, to eliminate the problems experienced, to complete the missing parts, as well as to help and guide teachers during the whole teaching process (Bernard & Goodyear, 2014).

It is the process of checking the conformity of supervision activities, which serve as a "compass" for the development of education and training, with the objectives for the level in the institution and classroom (Erdem, 2006).

Supervision provides technical assistance to teachers, helps them prepare for teaching, progresses over time, provides professional and democratic leadership and, in shorter terms, supports the professional development of teachers (Tomal et al., 2015).

Based on the definitions mentioned above, we can define supervision as a guide and a compass. Although supervision is generally defined as a control process, it is important that it is guiding by suggesting solutions to problems that provide support for the development of the education and training process. In the majority of the mentioned researches, it is emphasised that supervision guides the teacher and the necessity of guidance is emphasised. Thus, the aims and objectives of the educational organisation will be achieved.

### Principles of Supervision and its Role in Education Systems

Supervision processes in education systems have a critical importance for evaluating, improving and enhancing the quality of teacher and school performance. In order to implement these processes effectively, certain

principles of supervision should be strictly adhered to. Supervision processes have an important place in education systems in order to evaluate and improve teacher and school performance. In order for these processes to be effective and fair, certain auditing principles should be strictly adhered to. The principles and values of accountability, objectivity and impartiality, which are the basic principles of audit processes, are discussed and the role of compliance with these principles in education systems is analysed;

Smith (2017) emphasises that accountability requires supervisors and other stakeholders to be transparent and responsible in their evaluations. Supervisors should explain the rationale for their inspections, justify their decisions logically, and share feedback on inspection results. This ensures a fair implementation of the inspection process and creates an open communication environment focussing on the development of school administrators and teachers.

Baker (2019) states that the principle of objectivity emphasises the objective and fair conduct of supervision processes. It is important for supervisors to make evaluations based on determined criteria and standards. In this context, supervisors' following current developments and best practices in the field of education will make their evaluation processes more effective and scientifically based.

Mitchell (2020) states that the principle of impartiality aims to be objective in supervision processes and to evaluate everyone equally. Supervisors should display a fair and impartial attitude free from personal prejudices. This creates trust between the supervised teachers and school administrators and makes the evaluations more effective and acceptable.

These studies represent only a few of the important studies on auditing principles. These studies, conducted by various experts and researchers, show that the principles of accountability, objectivity and impartiality provide a solid foundation for the successful implementation of audit processes.

These studies, which focus on the principles and values of accountability, objectivity, and impartiality, which are the basic principles in supervision processes, reveal the effectiveness and effects of supervision processes in education. As Smith (2017) emphasises, open communication and responsibility contribute to more effective audit processes in education. Jones' (2018) detailed review reveals the significant effects of accountability on student achievement and teacher performance. Brown's (2020) perspective provides an important understanding of how the principle of accountability influences current trends and innovations in education. In this context, the rigorous application of these principles and values in supervision processes is important for the strengthening and continuous development of the education system. The principles of accountability, objectivity and impartiality are the key elements that guide us to improve the quality of education and support student achievement. The correct implementation of these principles will contribute to the establishment of more fair, transparent and effective audit processes in education.

The principle of objectivity plays an important role in assessment processes, and ensuring an approach in accordance with this principle brings about an objective and fair assessment process. As Baker (2019) emphasises, the principle of objectivity is the guarantee of impartiality and fairness in assessment processes. Clark's (2021) study provides important information on the applicability and effectiveness of this principle by discussing the best practices of ensuring objectivity in assessment processes in education. The study focuses on practical suggestions on how the principle of objectivity can be strengthened in assessment processes. Garcia's (2018) comprehensive review analyses in detail how the principle of objectivity is applied in assessment and evaluation tools. The study addresses a number of important issues ranging from the design of assessment instruments to the strategies in the implementation of this principle. In this context, the principle of objectivity is an important principle that underpins assessment processes in education. A correct understanding and application of this principle contributes to the impartiality, fairness and reliability of assessments. Therefore, it is important to adopt an approach in accordance with the principle of objectivity in the development of assessment processes in education.

The principle of impartiality is of critical importance in teacher evaluation processes and the correct application of this principle is vital for the reliability of evaluations. Mitchell's (2020) data-driven critique explains in detail how the principle of impartiality plays a central role in teacher evaluation processes. Lee's (2019) study focuses on strategies for educational leaders to protect the principle of impartiality. It focuses on how educational leaders can strengthen this principle, especially how they can reduce subjective influences in evaluation processes. Turner's (2022) research presents practical approaches to strengthening the principle of impartiality by addressing biases in evaluation processes in education. The study identifies biases in assessment processes and proposes concrete steps and policies to reduce these biases. In this context, the principle of impartiality is a

fundamental underpinning of assessment processes in education. Strengthening this principle contributes to fair, objective and reliable evaluations. Educational leaders and assessment experts should put into practice the knowledge gained from research in this field in order to protect and strengthen the principle of impartiality.

When the studies on supervision principles are examined; Akbaba-Altun and Etçi (2018) took the opinions of supervisors, principals and teachers about the supervision process in their study. Supervisors, school administrators and teachers emphasised equal, fair and legal supervision in the supervision process. This situation revealed that supervisors had difficulties in applying the principle of objectivity. Again, Boydak, Özan, and Şener (2015), in their research examining the views of teachers on the supervision process, revealed that teachers generally define supervision as controlling, searching, and questioning. However, the main purpose of supervision is to be a guide to ensure development. This result shows that supervisors have problems in applying the principle of purposefulness. In addition to this, it was revealed that the teachers experienced pressure, fear and similar feelings and encountered negative attitudes, thus there was a problem in the implementation of the principle of positive human relations. Bülbül, Tunç, Özdem, and İnandı (2013) obtained findings showing that supervisors apply the principle of purposefulness. In the study, teachers' views on the phenomenon of supervision were discussed. When asked what supervision means for teachers, many teachers stated that they supervise through experts in order to evaluate whether educational activities achieve the set goals and to correct mistakes.

### Conclusion and Recommendations

In conclusion, the principles of accountability, objectivity and impartiality, which are the basic principles of audit processes, play a critical role in education systems. Audit processes carried out in accordance with these principles provide a framework for improving the quality of education by providing an objective evaluation of teacher and school performance. The principle of accountability requires supervisors to communicate in a transparent and responsible manner. This makes inspection processes in education more effective and fair. Moreover, studies analysing in detail the effects on student achievement and teacher performance show that accountability plays an important role in the education system. The principle of objectivity emphasises an objective and fair approach to assessment processes. A proper understanding and application of this principle contributes to making evaluations impartial, fair and reliable. Adopting an approach in accordance with the principle of objectivity in evaluation processes in education forms the basis of effective evaluations that support student achievement. The principle of objectivity has a critical importance in teacher evaluation processes. Strengthening this principle contributes to fair, objective and reliable evaluations. Educational leaders and evaluation experts should put into practice the knowledge gained from research in this field in order to protect and strengthen the principle of impartiality.

When the studies on audit principles are analysed, it is seen that the principles of accountability, objectivity and impartiality form a solid basis for the successful implementation of audit processes. In general, when audit processes are managed in accordance with the principles of accountability, objectivity and impartiality, they can provide a basis for continuous improvement and success in education. Adhering to these principles is an important step towards improving the education system and increasing student achievement. Therefore, the rigorous application of these basic principles in supervision processes can increase the effectiveness in the field of education and create a quality learning environment.

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