

THE OPINIONS OF TEACHERS, SUPERVISORS AND DIRECTORS ABOUT SOME PROPOSITIONS RELATED TO SOME SUPERVISORY ROLES AND PRACTICES AND SOME ADMINISTRATIVE MATTERS

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ÖZET:

Bu makale, ilköğretim öğretmenleri, ilköğretim denetçileri ve il milli eğitim müdürlerinin, denetçilerin bazı denetsel rol ve etkinlikleri ile diğer bazı yönetsel konulara ilişkin görüşleri ile ilgilidir. Çalışmada, İngiltere'de Leicester Üniversitesi'nde 1993 yılında yapılan bir doktora çalışması için Türkiye'de 10 ilde görev yapan öğretmen, denetçi ve il milli eğitim müdürlerinden toplanan veriler temel alınmıştır.

Araştırmada yer alan gruplardan kendilerine verilen 10 "önerme"ye ilişkin görüşlerini "tümüyle katılıyorum" dan "hiç katılmıyorum"a uzanan beşli bir ölçek üzerinde belirtmeleri istenmiştir. Elde edilen bulgular, gruplar arasında birçok denetsel rol ve etkinlik ile yönetsel konuda istatistiksel anlamda önemli görüş farklılıkları bulunduğunu ortaya koymaktadır. Farklılıkların "kavramsal önerme"lerden ziyade, özellikle "mevcut uygulamalara ilişkin önermeler"de daha fazla olduğu görülmektedir. Bundan başka, ortaya çıkan ilginç bir bulgu da, öğretmen görüşleri ile denetçi görüşleri arasında birçok konuda anlamlı görüş farklılıkları bulunurken, denetçilerle il milli eğitim müdürlerinin önermelerin hemen tümüne ilişkin benzer görüşlere sahip olmalarıdır. Özellikle üzerinde çok tartışılan bazı "önerme"ler ve bunlara ilişkin bulgular makalenin son bölümünde tartışılmıştır.

ANAHTAR SÖZCÜKLER: Denetim, teftiş, yardım, rehberlik, soruşturma, okulların yönetimi (veya işletmesi), eğitimsel etkinlik, denetimsel etkinlik, ilköğretim, yenilikçi davranış, merkezden yönetim, yerinden yönetim, otonomi, hesap verme.

ABSTRACT:

This article concerns the opinions of primary school teachers and supervisors and provincial directors of education on some general statements about supervisory roles and activities and administrative matters in Turkish primary education. The statistical data utilized here were gathered from a study carried out in ten provinces of Turkey for fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Leicester, England. The entire thesis was submitted in 1993.

Groups were requested to state their opinions about given 10 statements on a five point scale ranging from "strongly agree" to "strongly disagree". It is appeared from the findings that there were statistically significant differences among the views of teachers, supervisors and directors on these given general statements about super-

visory roles, activities and administrative matters in Turkish primary education concerning especially with prevailing practices, rather than the conceptual ones. Although there were statistically significant differences between the views of teachers and supervisors, directors and supervisors were in accord in their views on most of the statements. A discussion related to the findings especially on the controversial ones is also produced in the last section of the article.

KEY WORDS : Supervision, inspection, advice, guidance, investigation, administration (or management) of schools, educational activities, supervisory activities, primary schools, innovative behaviour, centralisation, decentralisation, autonomy, accountability.

1. METHOD

This study included 178 primary school teachers, 45 primary school supervisors and 8 provincial directors of education. The population of the study is primary school teachers, supervisors and directors of education working in the ten provinces of Turkey. These provinces were chosen by using a chart called "Service Regions Chart for Teachers" prepared by the Ministry of Education. The sample of the study was drawn through a number of sequential steps. First of all, ten sample provinces, twenty sample districts and twenty villages were assigned. So, fifty localities were assigned as of the basis for the sampling procedure. Afterwards one primary school for each locality (fifty in total) was named. As of different number of teachers from the three different kind of localities 190 teachers were assigned as the teachers sample of the study.

The supervisors sample of the study was drawn on the basis of the provinces, as of five supervisors for each province. So, fifty supervisors were assigned as the supervisors sample of the study. The assignment of the directors was a relatively easy task, as each of the ten province could be represented by their only director.

After the assignment of the sample, questionnaires were prepared and a pilot study was conducted. After the piloting necessary changes were

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made to them, and finally the questionnaires were applied to the sample respondents of the study. These three groups of respondents were given questionnaires. For practical reasons, only the results with regard to the opinions of primary school teachers and supervisors and provincial directors of education on some general educational and supervisory activities are going to be presented and evaluated in this short article.

Groups were requested to state their opinions about given 10 statements on a five point scale ranging from "strongly agree" to "strongly disagree". Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether statistically significant differences existed among and/or between the views of teachers, supervisors and directors of education. These differences are examined in terms of their statistical significance and three different significance levels ($p < 0.001$, $p < 0.01$, $p < 0.05$) are considered. Addition to this, to determine possible factors that could result from the inter correlations of the aforementioned 10 general educational statements (propositions), principal factor analysis method was utilised.

2. RESULTS

2.1. "Supervisors should spend more time helping teachers to assess their classroom performances". With regard to the proposition "supervisors should spend more time helping teachers to assess their classroom performance" figures for the three groups demonstrated that almost three quarters of the teachers, 84 % of the supervisors and all of the directors 'agreed' with it, either generally or strongly. Teachers appeared as the group with the highest dissatisfaction, as nearly one-third of them declared either generally or strongly 'disagreement' with the statement. On the other hand, directors showed no disagreement at all. Figure 1 presents the comparative figures of the responses of the three groups.

ative figures of the responses of the three groups.

Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether significant differences existed among The findings presented here with regard to the proposition do reveal a number of interesting associations between the views of the three groups. First of all, It can be concluded that all groups, teachers, supervisors and directors want supervisors to help teachers more to assess their classroom performance. It seems that all groups consider the help coming from supervisors to teachers about their classroom performance as insufficient.

On the other hand it also appeared that, although it was not statistically significantly different, teachers seemed more reluctant to respond positively to the statement than the other groups. In other words they need help from their supervisors but they still are not as enthusiastic as supervisors and directors to spend more time with the supervisors.

2.2. The feedback to teachers that comes from supervisors is of considerable use in the development of schools". It appeared that the vast majority of the teachers, supervisors and directors either generally or strongly 'agreed' with the proposition "The feedback to teachers that comes from supervisors is of considerable use in the development of schools." The highest percentage of agreement was scored by supervisors, as 93% of them 'agreed' (57% strongly, 36 % generally) with the statement, while 88% of both the teachers and the directors groups 'agreed' either generally or strongly with it. Figure 2. presents the comparative figures of the responses of the three groups.

Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether significant differences existed among and/or between the views of the respondents. For the group comparisons, it appeared that there were no significant differences among the

Figure 1 : "Supervisors should spend more time helping teachers to assess their classroom performance"

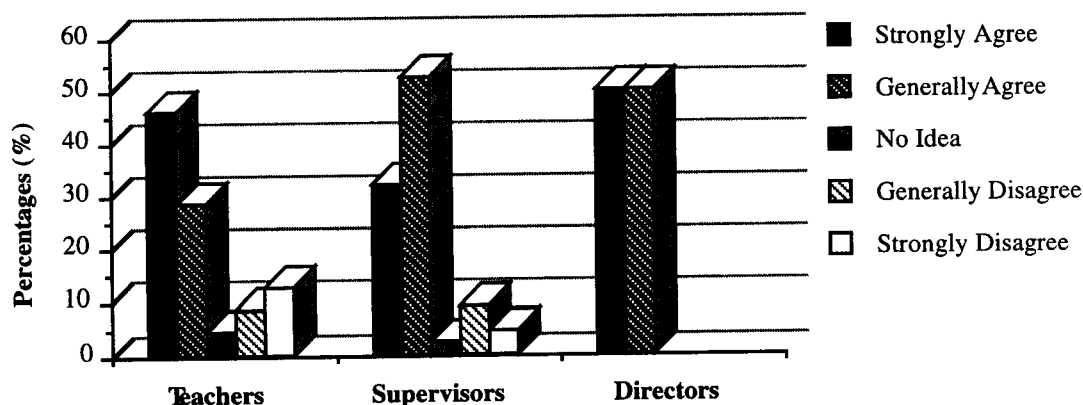
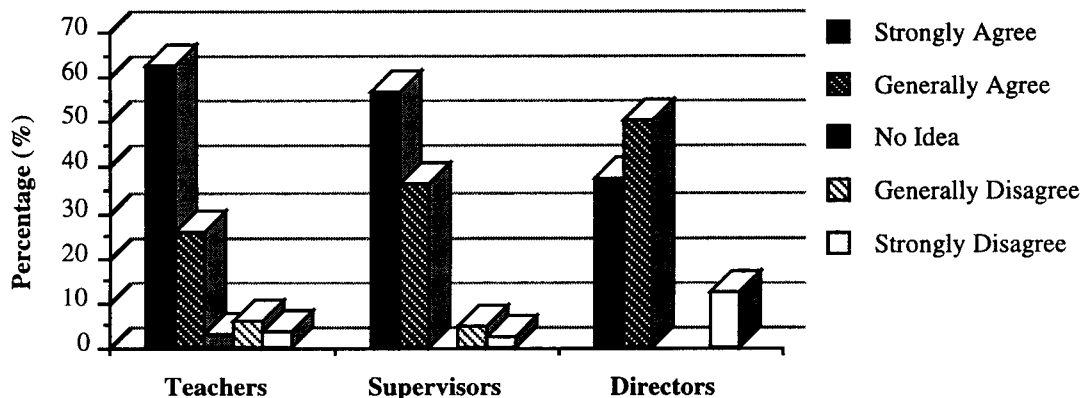


Figure 2 : "The feedback to teachers that comes from supervisors is of considerable use in the development of schools"



views of teachers, supervisors and directors with regard to the above statement.

The findings presented here with regard to the proposition exhibit a number of associations between the views of the three groups of respondents. Since the vast majority of all three groups agreed either strongly or generally with the proposition "the feedback to teachers that comes from supervisors is of considerable use in the development of schools", and given the finding that there were significant differences among the views of the three groups, it can easily be concluded that all groups consider feedback by supervisors as an important aspect of the way of performing supervisory duties. On the other hand, it is worthy of note that since supervisors have scored the highest percentage of agreement either generally or strongly among the three groups, it seems that, to their credit, they are quite enthusiastic and conscientious about their responsibilities.

2.3. Supervisors are very important in helping to revitalise teachers professionally". Responses to the statement "supervisors are very important in helping to revitalise teachers professionally" indicated that the vast majority of su-

perisors (96%), and directors (88%) 'agreed' with it either generally or strongly. On the other hand, teachers seemed divided, as one half (48%) 'agree' with the statement, whilst the other half (49%) 'disagree' either generally or strongly. Figure 3 presents the comparative figures of the responses of the three groups relating to the proposition.

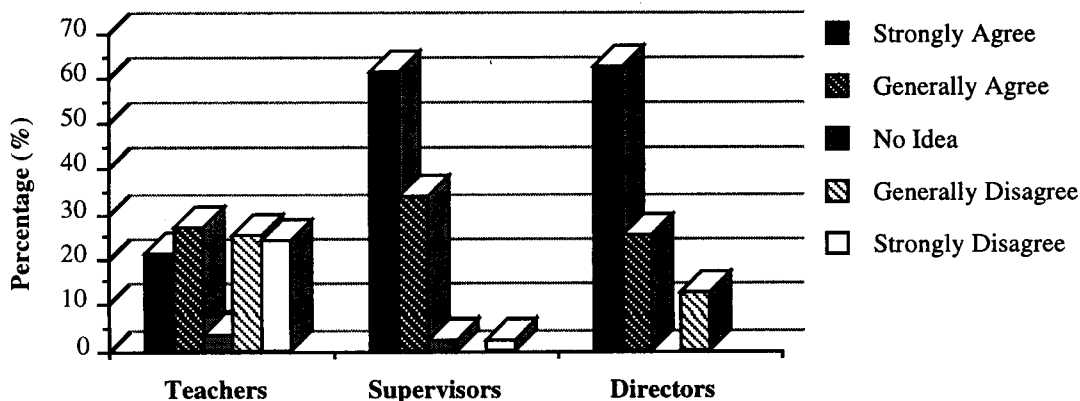
Table 1: Z Values of Comparisons of Groups (Mann - Whitney U Test)

Groups	Z Value
Teachers vs Supervisors	-6.0794***
Teachers vs Directors	- 2.6460*
Supervisors vs Directors	-.1037

Negative values indicate that perceptions of the second groups are more positive than the first groups; positive values vice - versa. (*=p<.05; **=p<.01; ***=p<.0001)

Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether significant differences existed among and/or between the views of the re-

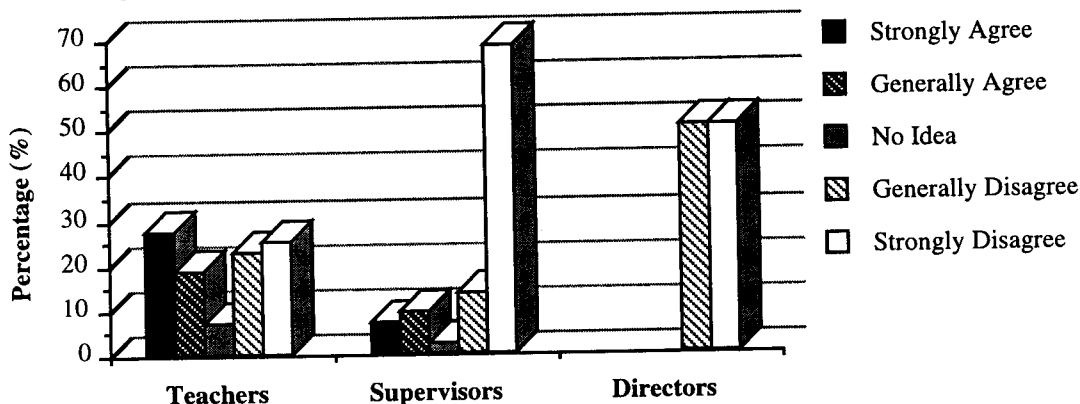
Figure 3 : "Supervisors are very important in helping to revitalise teachers professionally"



spondents. For the group comparisons, there were significant differences between the views of teachers and supervisors ($z = -6.08, p < .001$) and between the views of teachers and directors ($z = -2.65, p < .01$) with regard to the above statement. Thus, it appeared that, as the negative z values indicated, supervisors agreed more strongly than teachers, and similarly directors had more positive attitudes towards the above proposition than the teachers. However, there were no significant differences between the views of

the proposition. Similarly, none of the directors 'agreed' with the statement, as 50% of them strongly disagreed while the other 50% disagreed generally. On the other hand, again, as for the previous statement, teachers are divided into two groups, one half 'agree' with the statement (46%), while the other half 'disagree' (47%) with it either generally or strongly. Figure 4 presents the comparative figures of the responses of the three groups relating to the proposition.

Figure 4 : "Supervision of our schools makes no difference in the end to their performance"



supervisors and directors. Table 1 provides the z values of comparisons of groups and their probability levels.

The findings regarding the proposition "supervisors are very important in helping to revitalise teachers professionally" allows us to draw a number of interesting conclusions. First of all, that teachers are not in accord with supervisors and directors as there are significant differences between their views. On the one hand, there are supervisors and directors who think that supervisors are important in helping to revitalise teachers professionally, on the other hand the teachers are almost equally divided in their views with regard to the same proposition. It is a quite striking finding that, as the receiving end of supervision, teachers do not find (at least half of them) supervisors helpful to equip teachers with new ideas and to give professional encouragement to them.

2.4. " Supervision of our schools makes no difference in the end to their performance". As might be expected, it appeared that the vast majority of supervisors opposed the proposition "supervision of our schools make no difference in the end to their performances" The percentage of supervisors who responded as 'strongly disagree' with the statement is 68%. In addition to this, 14% of the supervisors 'generally disagreed' with it. In other words, more than four fifths of them indicated their disagreement with

Table 2 : Z Values of Comparisons of Groups (Mann-Whitney U Tests)

Groups	Z Value
Teachers vs Supervisors	-5.0296***
Teachers vs Directors	-2.5266*
Supervisors vs Directors	-.4806

Negative values indicate that perceptions of the second groups are more positive than the first groups; positive values vice-versa. (*= $p < .05$, **= $p < .01$, ***= $p < .001$)

Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether significant differences existed among and/or between the views of the respondents. For the group comparisons, it appeared that there were significant differences between the views of teachers and supervisors ($z = 5.03, p < .001$) and between the views of teachers and directors ($z = 2.53, p < .05$) with regard to the above statement. Thus, supervisors disagreed more strongly than teachers, and similarly directors had more negative attitudes towards the above proposition than the teachers. However, there were no significant differences between the views of supervisors and directors. Table 2 shows the z values of comparisons of groups and their probability levels.

The findings presented here regarding the proposition "supervision of our schools make no differ-

ence in the end to their performance" do reveal a number of different attitudes of the three groups of respondents. First of all, it should be noted that although there were no statistically significant differences between the views of the supervisors and the directors, as the vast majority of both groups 'disagreed' either generally or strongly with the proposition, teachers, however, had statistically significantly different views from both supervisors and directors. They 'agreed' more strongly than the supervisors and directors that supervision of schools makes no difference in the end to their performance.

However, as for the previous statement, teachers again were almost equally divided in their views regarding the proposition. Whilst half of them agreed with it, the other half disagreed. It is quite striking that while the vast majority of supervising personnel, (i.e. 82% of supervisors) do report that they 'disagree' with the statement, almost half of the supervised personnel (i.e. teachers) do report that supervision of schools does not make any difference to their performance.

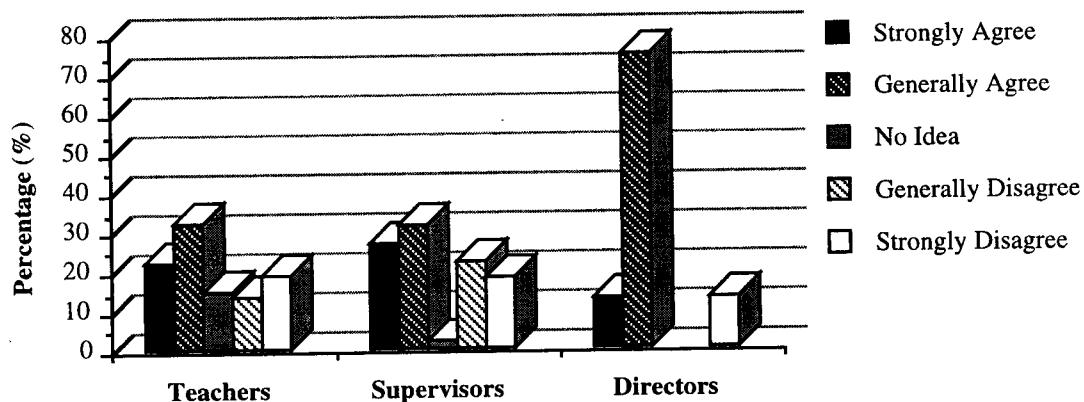
showed no significant differences among the views of teachers, supervisors and directors with regard to the above statement.

The findings in relation to the statement allow us to draw the following conclusions. First of all, although teachers and supervisors had conflicting attitudes towards the statement within themselves, directors expressed more clear-cut attitudes towards the proposition. Directors claimed that supervisors might perform their investigation roles together with their advice and guidance roles.

On the other hand, interestingly, nearly half of the supervisors' attitudes were not so. Another interesting finding with regard to this statement was the high percentage of teachers who reported that they had "no idea" on this matter. Nearly one-fifth of them declared so.

2.6. Our schools are becoming increasingly centralised". With regard to the proposition "our schools are becoming increasingly centralised" responses revealed that although three quarters of the directors 'disagreed', more than half of the teacher (51%) and supervisor groups (63%) 'agreed' either

Figure 5 : "Supervisors may perform their investigation roles together with their advice and guidance roles"



2.5. " Supervisors may perform their investigation roles together with their advice and guidance roles". Figure 5 depicts the distinction of the views of the directors from the other two groups about the statement " supervisors may perform their investigation roles together with their advice and guidance roles". As the figure shows, almost 88% of the directors 'agreed' with the statement either generally or strongly, while 58% of the supervisors and 54% of the teachers responded in the same way. On the other hand, 40% of the supervisors and almost one-thirds of the teachers 'disagreed' with the proposition either generally or strongly.

generally or strongly with the statement. It also is worth noting that 28% of teachers stated that they had no idea about the statement. Similarly 16% of supervisors also had no idea about the matter. Figure 6 looks at the comparative figures of the responses of the three groups relating to the proposition.

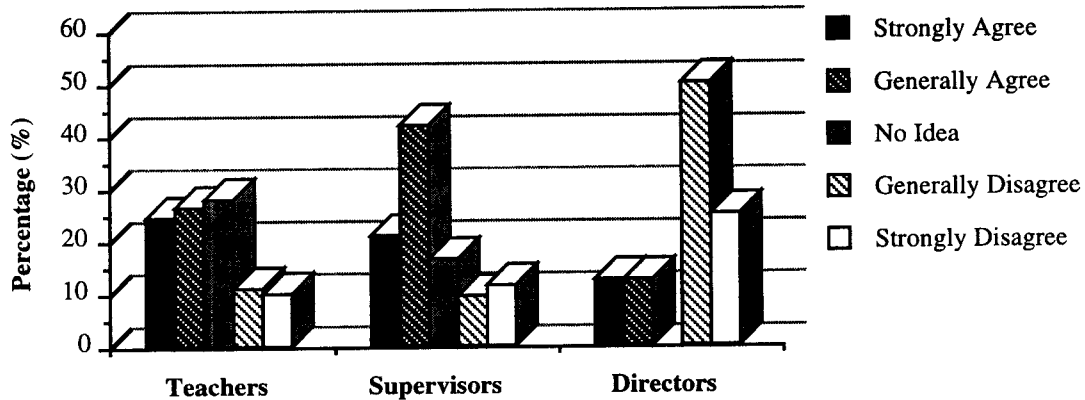
There were no significant differences among the views of teachers, supervisors and directors with regard to the above statement.

Generally speaking, although there were no statistically significant differences between them, a substantial proportion of supervisors, teachers and directors reported that schools were becoming increasingly centralised in their regions. However, it

should be noted that directors, as the first hand representatives of the central authority in the regions, most strongly "disagreed" with the statement among the respondents.

compatible with the findings of the previous statement. Thus, none the less it does seem apparent from the overall comparison of the findings of the two statements that respondents generally agree that

Figure 6 : "Our schools are becoming increasingly centralised"



2.7. "Our schools should have more autonomy". Considering the responses by the three groups to the statement "our schools should have more autonomy", figures appeared more or less similar to each other in terms of the percentages of the respondents' opinions, as of 74% teachers, 63% of directors and almost 60% of supervisors 'agreed' with it, either strongly or generally. 36% of supervisors 'disagreed' with the statement, whilst 25% of directors and 14% of teachers stated their opinions in the same direction. Figure 7 depicts the comparative figures of the responses of the three groups relating to the proposition. Differences between the three groups were not statistically significant.

schools are becoming increasingly centralised and they should be given more autonomy.

It can generally be concluded that a substantial proportion of respondents (at least, more than 60% of each group) "agreed" that schools should have more autonomy. Although there were no statistically significant difference between the groups, teachers agreed stronger than the supervisors and the directors. In addition to that, the findings do seem

2.8. "Supervisors should have a considerable say in the promotion of teachers". As might be expected, 75% of supervisors 'strongly agreed' with the statement "supervisors should have a considerable say in the promotion of teachers." In addition a further 13% of them 'generally agreed' with the idea. Similarly, all of the directors (50% generally, 50% strongly) 'agreed' with the idea. On the other hand, more than half of the teachers (56%) 'disagreed' with the statement, although still a good deal of them (42%) 'agreed' either generally or strongly. Figure 8 presents the comparative figures of the responses of the three groups relating to the proposition.

Kruskal-Wallis and Mann-Whitney U Tests were employed to find out whether significant differences existed among and/or between the views of the respondents. For the group comparisons, it appeared

Figure 7 : "Our schools should have more autonomy"

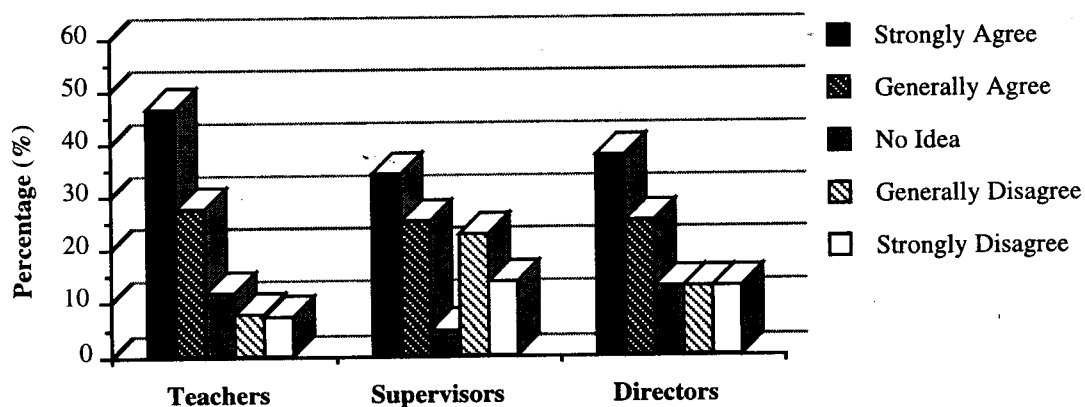
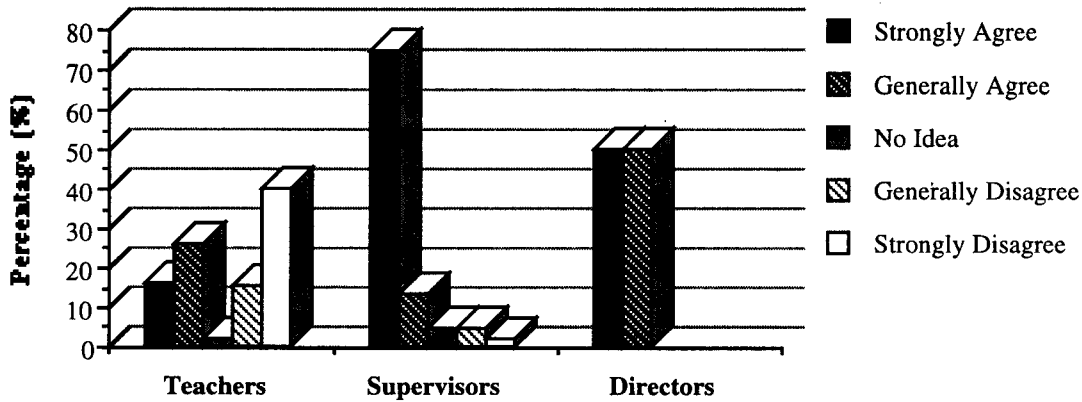


Figure 8 : "Supervisors should have a considerable say in the promotion of teachers"



that there were significant differences between the views of teachers and supervisors ($z = -7.20, p < .001$) and between the views of teachers and directors ($z = -3.14, p < .01$) with regard to the above statement. Supervisors agreed more strongly than teachers, and similarly directors had more positive attitudes towards the above proposition than the teachers. However, there were no significant differences between the views of supervisors and directors. Table 3 looks

that teachers and supervisors had statistically different attitudes towards it. While supervisors strongly agreed with it, teachers did not report in the same way. Interestingly, all of the directors agreed with it either generally or strongly.

Table 3 : Z Values of Comparisons of Group (Mann-Whitney U Tests)

Groups	Z Value
Teachers vs Supervisor:	-7.1996**
Teachers vs Directors:	-3.1429**
Supervisors vs Directors	-1.0840

Negative values indicate that perceptions of the second groups are more positive than the first groups; positive values vice-versa. (* = $p < .05$ ** = $p < .01$; *** = $p < .00$)

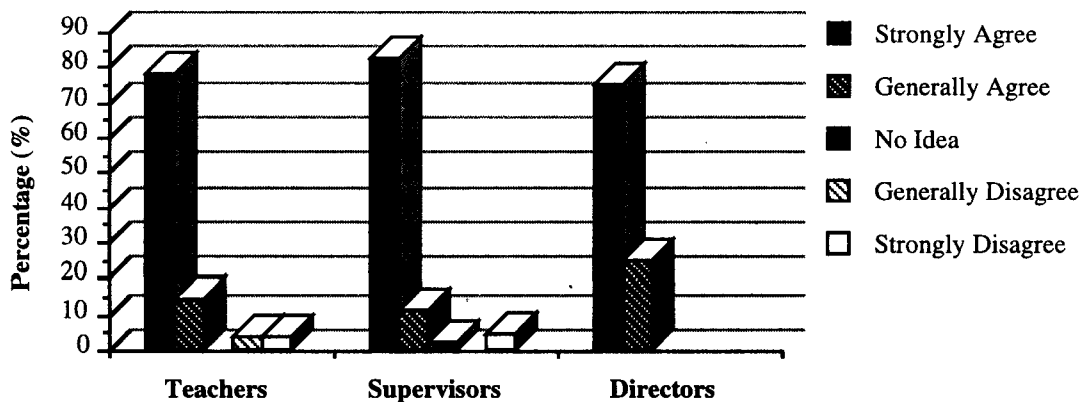
It can be concluded that, given the fact that supervisors have a quite considerable say in the promotion of teachers in existing practice, a substantial proportion of the teachers are not in favour of this practice. However, yet again, directors and supervisors were in accord in their views on this statement.

at the z values of comparisons of groups and their probability levels.

The proposition "supervisors should have a considerable say in the promotion of teachers" did reveal

2.9. "Having an innovative behaviour for a supervisor is one of the main aspects of his/her role". With regard to the statement "having an innovative behaviour for a supervisor is one of the main aspects of his/her role", the vast majority of the three groups, separately, indicated that they 'strongly agree' with it. When the percentages of 'generally agree' (14% for teachers, 11% for supervisors and 25% for directors) are added the figures become 93% for teachers, 93% for supervisors and 100% for directors. Figure 9 presents the comparative figures of the responses of the three groups relating to the proposition. Not surprisingly, differences are not statistically significant.

Figure 9 : "Having an innovative behaviour for a supervisor is one of the main aspects of his/her role"



With regard to the proposition "having an innovative behaviour for a supervisor is one of the main aspects of his/her role", not surprisingly, all groups reported that they strongly agreed with it. In terms of percentages, this proposition had the highest "strongly agree" reporting among all these items. In other words, there were very few respondents who either generally or strongly "disagreed" with the proposition.

2.10. "Supervisors are showing more and more innovative behaviour year by year". As Figure 1.10 demonstrates, 58% of teachers responded to the statement "supervisors are showing more and more innovative behaviour year by year" as either generally or strongly 'disagree'. Interestingly, although 58% of supervisors 'agreed' either generally or strongly with the proposition, 40% of them 'disagreed' with it. While half of the directors 'generally agreed' with the same statement, the other half 'generally disagreed' with it. Figure 10 presents the comparative figures of the responses by the three groups relating to the proposition.

Table 4 : Z Values of Comparisons of Group (Mann-Whitney U Tests)

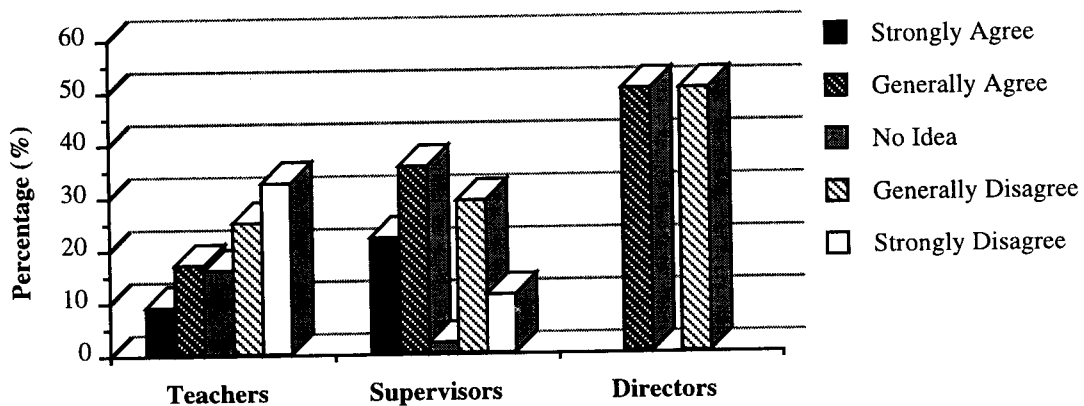
Groups	Z Value
Teachers vs Supervisors	-3.5642 ***
Teachers vs Directors	-1.3508
Supervisors vs Directors	-.6787

Negative values indicate that perceptions of the second groups are more positive than the first groups; positive values vice-versa. (*= p< .05; **= p< .01; ***=p< .001)

3. FACTOR ANALYSIS OF THE TEN PROPOSITIONS FOR TEACHERS GROUP

To determine possible factors that could result from the inter correlations of the aforementioned ten general educational propositions, principal factor analysis method was utilised. First, a correlation matrix was computed to see if there were significant correlations among these items. The results showed that some of these items had statistically significant correlation (at less than the 0.05 probability level)

Figure 10 : "Supervisors are showing more and more innovative behaviour year by year"



For the group comparisons, it appeared that there were significant differences between the views of teachers and supervisors ($z = -3.56, p < .001$) with regard to the above statement. However, there were no significant differences between the views of teachers and directors and between the views of supervisors and directors. Table 4 shows the z values of comparisons of groups and their probability levels.

Not surprisingly, supervisors agreed more strongly than teachers that they themselves were showing more and more innovative behaviour year by year. However, the vast majority of teachers, as the receivers of the supervision, reported that they did not think so. Generally speaking, it can be concluded from the findings that a substantial proportion of all three groups 'disagreed' with the proposition.

with some others. Then, through the "oblimin" factor rotation procedure which was used to determine the correlated (oblique) factors, a pattern matrix was obtained for the ten items. The items and their correlations with three factors which were extracted by these procedures are presented in detail in Table 5.

As the table shows, items 8, 1, 5 and 6 may have a common factor which has a contribution to all of them. If we examine these four items, it can be said that these are the items related to inspection (items 5 and 8), control (items 8 and 1), scrutiny (item 1 and 8), assessment (item 1 and 8), investigation (item 5) and centralisation (item 6).

The factor which represents these four items could relate to the "close control" of teachers, both

Table 5 : Item Loading on Three Factors (Patterns Matrix)

VARIABLE S	FACTOR 1	FACTOR 2	FACTOR 3
item 8	.53641	-.16276	.22520
item 1	.48876	.24113	-.02463
item 5	.42570	-.16517	.03906
item 6	.20246	.10221	-.19987
item 9	-.00884	.64816	.13754
item 2	.41530	.42223	.03544
item 7	-.06455	.32512	-.08559
item 10	.00379	.10566	.61775
item 3	.08628	.11212	.56140
item 4	-.03794	.14736	-.30266
Factor	Eigenvalue	% of Var.	Cum %
1	1.29895	13.0	13.0
2	.97252	9.7	22.7
3	.49333	4.9	27.6

by their supervisors and the system in which they were working. It can also be suggested that this factor includes some amount of "stress" in it and, therefore, refers to a kind of "strained" relationship rather than a productive one.

However, items 9, 2 and 7 seem to have a common factor which may be related to innovative, relaxed, supportive and effective relationships of teachers with their supervisors and with the system, and therefore related to the development of schools in general as well. Thus, whilst item 9 and item 2 are related to innovative behaviour of supervisors and feedback to teachers, item 7 is related to autonomy of schools.

For the third factor, it can be concluded that it could be related to the professional revitalisation of teachers and their expectations about the relationship with their supervisors and also about the future of the supervision of schools.

However, as was shown in Table 5, it should be noted that the first factor could only explain 13 per cent of the variation, and the percentages for factor 2 and factor 3 were 10 and 5 respectively.

Similarly, the same methods were applied to the supervisors to determine possible factors that could be correlated each other with regard to those ten items. But, most probably, due to the insufficient number of cases, it was not possible to extract any factor(s) to draw conclusions.

4. AN OVERALL CONCLUSION OF THE RESULTS

The results highlight a controversial issue in Turk-

ish primary education, about the main structure of the education system: in other words, whether schools are going to become increasingly centralised, and in conjunction with this, the amount of autonomy that primary schools possess. With regard to these issues, the results suggested that although there were differences (though not statistically significant), most of the teachers, supervisors and directors 'agreed' that primary schools in Turkey were becoming increasingly centralised, whereas the vast majority of them "agreed" that primary schools should have more autonomy.

It can also be concluded that there is a need to develop some national guidelines within the predominantly centrally administered education system in Turkey. But they need to be produced by professional educationalists rather than by politicians or civil servants. However, It is widely accepted in Turkey in recent years that there is a need to delegate more power to local administrations, including the education sector. This introduces the education system to new initiatives, because, although it is open to debate, it can be argued that the prevailing excessively centralised system is impairing the country's ability to design local solutions to local situations.

It can be said that maybe one of the fundamental changes currently being discussed in the Turkish Education System is local management of education. Actually, decentralisation is a central underlying trend in most areas, including the administrative structure of the state itself. Up to today, the underlying character of Turkish Education System was over centralisation. It necessitated a means of monitoring

and ensuring that schools are carrying out what was required of them by central government. But, in recent times, public opinion (including the government and the opposition) seemed to be in favour of decentralisation in most areas. There is some consensus of opinion about decentralisation almost in every area. This could be a kind of reaction to the over centralisation that Turkey has experienced over the years in almost every area. However, it is the personal opinion of the researcher that in present circumstances, especially bearing in mind that trying to control almost everything from Ankara by imposing from above did not prove to be practical and effective, local management of education (and even schools) deserves more attention than ever.

Obviously, the degree of decentralisation in education (and also in other areas) will very much depend on other conditions that the country is experiencing. In other words, the economic, social, cultural and political situation and conditions in the country will draw the borders between centralisation and decentralisation in Turkish Education System.

May be the most important point to consider in contention between centralisation and decentralisation is the problem of 'accountability'. Unfortunately, accountability of the schools in Turkish Education System has been considered a kind of responsibility to the central authority. The central authority has held responsible schools to itself only, not accountable to the society, especially not to their local societies.

Another striking finding was on the proposition "supervisors may perform their investigation roles together with their advice and guidance roles". The findings on this proposition suggested that, interestingly, nearly half of the supervisors reported that they either generally or strongly 'disagreed' with the proposition. However, the vast majority of the directors 'agreed' with the proposition either generally or strongly. Therefore, it can generally be concluded that although, the directors claimed that supervisors might perform their investigation roles along with their advice and guidance roles, a substantial proportion of the supervisors did not think so. Apparently, those supervisors who disagreed with the proposition thought that those roles were contradictory and could not go together.

It is widely accepted in the literature that a supervisor is first an adviser to teachers. He/she is there to provide by every possible means concrete and constructive advice to teachers so that the quality of education is improved. He/she is not merely an inspector of schools but rather a person who helps the teachers to help the children via different cours-

es, seminars, exhibitions and other available means. He/she has also the role of providing honest, accurate and definitive reports on the schools he/she supervises, on the teachers he/she observes and on the educational value obtained from the tax-payers money. In short, his/her first duty is to act as a guide and adviser to teachers.

Such perceptions are not new. As Brighouse [1] states in his article "The Influence of Her Majesty's Inspectors", the first instructions for inspectors by Dr. Kay of the Poor Law Commission in 1839 read like a brief for a modern adviser in an enlightened authority: "It is of the utmost consequence that you should bear in mind that this inspection is not intended as a means of exercising control, but of affording assistance; that is not to be regarded as operating for the restraint of local efforts, but for their encouragement and that its chief objects will not be attained without the cooperation of the school committees; the inspector having no power to interfere and being instructed not to offer any advice or information excepting where it is invited".

On the other hand, the Coopers and Lybrand Report (HMSO) [2], for example, calls for a re-emphasising of the inspectoral aspect, as saying: "Under LMS we think their role is likely to change in emphasis... There will still need to be advisory task to be performed... But the monitoring role will mean that the emphasis will shift more towards the inspectoral end of the spectrum"

The Secretary of State for Education and Science said in 1988, quoted by Bambrough [3]: "The local inspectorate will need to monitor and evaluate school performance. They will need to provide LEAs and the schools themselves with trusted and informed professional advice, based on first hand observation of what schools are actually doing. Doing all these things well requires inspection in all its forms". A report by HMI [4] in the Report Standards in Education 1989-1990 (HMSO) seemed to advocate the indivisibility of inspection and advice: "Total separation of inspection and advice is a mistake. LEA inspection, however professionally impartial, will not lead to improvement unless inspection and its findings are in some way linked into advice and support that should be based upon them. Similarly, effective advice and support needs to be rooted in a first-hand knowledge of the schools' existing strengths and weaknesses that is necessarily based, in part at least, on inspection".

Bambrough [3], in his article 'Advisers - Can We Afford Them?', examines the two aspects of the role of the LEA adviser and Inspector in England and Wales and concludes that Weber's 'rational-legal au-

thority model (the acceptance by virtue of authority and position) may operate in business and other organisations, but would struggle to relate to schools.

Of course, the perception of the supervisory role in any educational system greatly depends on the social, political and economical conditions of the relevant country. But, it seems necessary to make a distinction between the kind of change that evolves from the organisation of "systems" and the kind of change that involves "ideas". As mentioned, many senior educational administrators want to see supervisors in a role which consists of setting up committees, gathering data, inspecting, promotion control and the like. In short, they want to maintain the status quo. It seems that this is an issue which arises more in relatively more centralised educational systems. But, on the other hand, the supervisory role must be extended beyond this level. It is necessary to address longer term change which involves attitudes and the rethinking of key issues.

Whether the focus of supervision should move away from the assessment of individual teachers to the school as a whole should be considered and its possible implications discussed and examined by educationalists and the ministry. It does seem to us that such a change in the nature of supervision could ease the tension between supervisors and teachers, as this could bring psychological relief for teachers, since the attention of supervisors will be spread across the whole school staff. Currently, in the Turkish primary education system, the practices of primary school supervisors are depicted as occasions which make teachers uneasy about them.

As Harris [5] stated, while work in specific subject areas can involve the supervisor in contributing to his/her specialist interest, part of the role can be concerned with reinforcing the whole school and a whole curriculum review and development process. It is the supervisor's role to encourage the school to define what the curriculum is now, to challenge the status quo and to define what programme should be

provided. The supervisor have to assist the school in choosing a starting point from which to review current provision; to assist with regular communication with all staff as to what progress has been made and what short and long term goals the school has in mind. Some of the issues which emerge after an initial review can be subject specific, some can be cross curricular, some can be organisation and management matters and some can be related to community concerns.

Harris [5] reported that work in Northern Ireland suggested that part of the role of the inspector as external agent was to monitor and honestly evaluate for school, through its principal, the stage which had been reached. He also reported that in addition the regular involvement of inspectors and board officers in meetings, courses and conferences with teachers in their own schools gave such development a measure of central approbation which some teachers valued. It was a tangible demonstration of three sections of educational personnel working in harmony for the best interests of pupils, he added. He, then, concluded that the sense of belonging to something which had a national dimension enhanced the school's own image and to some extent the regular presence of an inspector was physical evidence of that partnership.

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