



Current Problems in Terms of Supervision Process of School Principals' Views

Okul Yöneticilerinin Denetim Sürecine İlişkin Güncel Sorunları

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ABSTRACT: Knowledge in the field of educational administration and supervision forces the school principal to change. As well as management actions force the principals to change, supervision actions have an active role for the principals to develop and modify themselves. The purpose of this study is to reveal the principals' problems with the supervision process in Turkey through the views of the principals working at primary and secondary schools. In this qualitative study, maximum diversity sampling method was used for in depth exploration of the rich states. As the study group, six primary and four secondary school principals from each of Adıyaman and Sivas provinces in Turkey, thus, a total 20 principals have been interviewed. Descriptive analysis technique was used for the data analysis. School principals stated that supervision generally focused on the supervision of structural condition and documents and they added that there wasn't an in depth supervision regarding supervision process. They should be carried out by using an approach which includes long term, detailed and problem based activities

Key words : Supervision ,management, education supervision ,supervision problems

ÖZET: Yönetim eylemlerinin yöneticiyi değiştirmeye zorlamasının yanında denetim eylemleri de yöneticinin kendisini yenilemesinde ve değiştirmesinde, eksikliklerinin farkına varmasını sağlamasında önemli bir etken olarak görev üstlenir. Bu nedenle denetim sürecine ilişkin sorunlar denetim sürecinin sağlıklı bir yapı ve işleyişe kavuşturulmasında önemlidir. Araştırma çalışma grubu için, Türkiye'de Sivas ve Adıyaman illerinde ilköğretim düzeyinde 6'şar ilköğretim okulu müdürü, ortaöğretim düzeyinde ise 4'er okul müdürü olmak üzere toplan 20 okul müdürü ile görüşmeler gerçekleştirilmiştir. Verilerin çözümlenmesinde betimsel analiz kullanılmıştır. Araştırma sonucunda elde edilen bulgulara göre denetmenlerin ve denetim sisteminin yeniliklere cevap veremediği, nitelikli bir süreç denetiminin yapılamadığı görülmüştür.

Anahtar Sözcükler:Denetim, yönetim, eğitim denetimi, denetim sorunları

1. INTRODUCTION

Management generally means that individuals make cooperation for a certain goal. In this sense, the management brings all kinds of administrative activities and resources together which ensure the functioning of the organization, it provides coordination and it includes traceable methods and supervisions (Gözübüyük, 1996, 1). However, educational administration is different from other management organizations. Education has the claim of recreation of a society. Therefore, the originality of the purposes is inevitable. According to Aydın (1996, 9) preparation task of the new generations for community membership can not be coincidental. Modern societies take supervision of training need with education systems.

An important factor forcing the school principal into change is management in general, and the developments in the field of educational administration in particular (Çelik, 2002). As well as management actions force the principals to change, supervision actions have an active role for the principals to improve and modify themselves and they also help principals be aware of their inefficiency. Supervision definitions can be defined from different perspectives such as human relations, teaching process or leadership. According to Jaffer (2010), supervision system makes contribution to the transformation and reforms of the organizations in many countries. It is possible to see the necessity of the development of school systems and the supervision has a key role to improve the quality of school education. Supervision is required for the teachers' professional development qualities. It can be said that educational supervision has the task of putting the current situation of educational administration forward, providing feedback

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on the operation of the system, providing assistance to schools and help for personal development to achieve the objects (Bursalioglu, 1991; Ministry of Education, 2001). This situation requires new measures to be taken for preventing the potential problems and identifying the existing problems. Supervision transmits the necessary information for the innovation to management systems.

According to Bursalioglu (1991), the goal of the supervision in education is to find the most appropriate value and actions for the education and training. Therefore, the supervision will be carried out on the basic purposes of the training (Sarpkaya, 2004). Principals have expectations regarding the supervision implementation. The expectations which don't come true are expressed as problem. The effect of the supervision process is inevitable for school development. The better way for school principals to manage their schools is to get feedback through supervision, to make necessary adjustments and make them effective. According to Komoski (1997), the supervisor is an instructional leader. His final aim is to develop the instructional process. The supervision process should aim to raise the motivation of the teacher. A right supervision supports the education and professional development. Sergiovanni and Starrat (2006) define the formative clinical supervision as the human-centered approach "kaizen" or a continuous improvement tool (Sindhu and Fook, 2010). In the supervision process, it may be seen that the supervision could not achieve the aforesaid objectives, it deviated from its objectives or the supervision failed to achieve its goals. Problems related with the supervision applications can be seen in the field of supervision institution and staff . School administrations especially can use the obtained results from supervision practices as a tool for the development of the schools .

Today, the concept of effective school and school development has been stated more and more. According to Balci, effective school movement is to find ways in order to achieve excellence at school or to create excellent school (2002, 50). Supervision process provides basic assistance to create effective school and develop it. It also reveals the failing aspects of the process and it leads systems to renew themselves.

Having this point of view, supervision system in Turkey **is / has been** structured according to the Basic Law of National Education with the law number 1739, Primary School and Education Law with the law number 222, and the governmental decree in the force of law, with the number 65, about the organization and duties of Ministry of National Education. According to these legitimate laws, supervision system in Turkey has two main organizations, one in the capital city as the central body of ministerial supervision and the other one, provincial body of supervision in the provinces. Supervisors assigned in central body are called "Ministerial Supervisors" while the others are called as "Provincial Education Supervisors".

1.1. School Supervision Objectives

Results revealed that supervision systems in different countries help for the development of schools to identify the families' decisions on school elections on the basis of the reports by the supervisors as a result of supervision (Toker, 2009). With the supervision, it is possible to be aware of the needs of personnel and institutions' development.

Bulach, Boothe & Michael (1994) state that if positive school culture environment is supported by principals and supervisors, teachers can take more risks. They can satisfy their growth and development needs and they can tend to work together. Patterson, calls attention to positive supervisor behaviors. According to him, positive supervisor behaviors increase teachers' leadership capacity and their efforts to reform themselves (Bulach, Boothe & Michael, 1994).

1.2. School Problems in Supervisions

In different researches, supervision system problems were dealt with at institutional and individual levels. Olgun (2005) emphasized that supervision in terms of physical supervision and

administrative affairs are at adequate level. Supervision in terms of learning teaching process is realized at a lower level and he highlights the supervision problems of classroom activities process. According to Renkler (2005), in the supervising process of the primary education, it is determined that the supervisors' guidance and educational dimension is at the lowest level .

In the research of Kayıkçı (2005), excessive workload of the supervisors is seen as a problem for the supervision to reach its goals through the eyes of the supervisors. According to these results, supervisors don't make a qualified inspection of institution and classroom teaching in terms of supervision and it is seen that there are some problems with the supervisor's image (Behlol, Yousuf, Parveen and Kayani, 2011; Ünal, Erol, 2011; Topçu, 2010; Yavuz, 2010; Aypay, 2010; Öztürk and Taner, 2010; Yılmaz, 2009; Öztürk, 2009; Gök, 2009; Gökalp, 2009; Beycioğlu, Dönmez, 2009; Yavuz, 2006; Oğuz, Yılmaz and Taştan, 2007; İlhan, 2008; Doğanay, 2006; Kayıkçı, 2005; Ergen, 1977; Burgaz, 1995; Hills, 1991). Sergiovanni (2001) assumes that supervision and assessment of the teachers would help the development of the teachers. Beach and Reinhartz (2000), describe the instructional supervision as a process. They draw attention to instructional supervision and add that it provides feedback to develop instructional skills and improve performance (Wanzare, 2011). For these reasons, problems related to supervision process are need to be described from managers' perspectives. Although problems related to supervision are seen in the literature, problems related to supervision process in managers' perspectives are not dealt with adequately. Space in this field can be regarded as an obstacle to develop their schools by taking advantage of the feedbacks provided through managers' supervision.

Identification of the effects of the problems related with the supervision process will contribute to the development of supervision process and the effects of the problems on supervision structure and functioning can be carried to a healthier manner. For these reasons, this study aims to identify the problems of the supervision process at primary and secondary education level. For this, current problems were determined by referring to the views of pre-school, elementary and secondary school principals and assistant principals in the city center of Sivas and Adıyaman. Some suggestions regarding the supervision process were offered on the basis of the identified problems.

2. METHOD

2.1. Research Pattern

In this study, the problems encountered by the principals working at primary and secondary education institutions were investigated. Qualitative research method was used to determine the school principals' views on the supervision process. According to Büyüköztürk, Çakmak, Akgün , Karadeniz and Demirel (2010), qualitative research is used to obtain in-depth information. In this study, " the case study model " was preferred. This model determines the results of a particular situation. The case study is used when a current case doesn't have certain lines between the case working in its own real life and the current content. The case study is based on the "how" and "why" questions (Silverman, 2006 ; Yıldırım and Şimşek, 2005). This model is seen as the most suitable one for the situations which are not adequately explained by the other models (Altunışık, Coşkun, Bayraktaroğlu and Yıldırım, 2005, 247).

Integrated multi – state design from case – study designs was used in the study. In this design, there are cases more than one which may be perceived as holistic by itself (Yıldırım and Şimşek, 2005). This study is multi – state pattern because it is realized by interviewing with the school principals from different schools, kinds, and levels (primary school, secondary school. Interviews, especially made with the primary and secondary education principals in Sivas and Adıyaman, were held at schools of provinces from different regions in terms of socio – economic level. For this reason, they paid attention to choose schools from different regions. (

the affluent suburbs, areas with high socio – economic characteristics). In all these schools, opinions were gathered in terms of the same issues (themes) with the same questions. Selection of the schools was based on the school classification of the Educational Supervisors from Adıyaman and Sivas. Socio – economic levels of the schools from neighborhoods of the provinces and central regions were identified, each of the 10 schools at provincial level was selected in a balanced way.

2.2. Participants

In accordance with the case study research design, interviews were held with a total of 20 school principals working at primary and secondary education schools. The current situation was intended to be described based on the views of the school principals. In this qualitative study, maximum diversity sampling method was used for in depth exploration of the rich information (Demircioğlu, 2006; Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2008; Yıldırım and Şimşek, 2005). In this context, the interview was held with 10 school principals from Adıyaman city of the Southeastern Anatolia Region and 10 school principals from Sivas city of the Central Anatolia Region. Total 20 school principals from different socio – economic and cultural level schools were interviewed. With this determined method, it is intended to gather in depth information at different levels (Yıldırım and Şimşek, 2005). The working group, which is determined by this method, is the appropriate sample for the current supervision issues which is the aim of the research.

For this purpose, principals were preferred from the central schools in Adıyaman and Sivas city centers. At primary education level, 6 primary school principals and at secondary education level 4 principals were chosen from each of these provinces. School principals working in Sivas at primary education level were coded as PP1S, PP2S PP6S and principals at secondary education level were coded as SP1S, SP2S , ,SP4S. The principals of primary education in Adıyaman were coded as PP1A, PP2A,, PP6A and the principals at secondary education level were coded as SP1A , SP2A , ,SP4A. Whereas the common total frequency of the primary education and secondary education principals were shown as f6, f8, frequencies of primary education were shown as pf5, pf8 and frequencies of secondary education were shown as sf5, sf8.

2.3. Data Collection and Analysis

Data was collected by using semi-structured interview form. For this, theoretical base was established by scanning the literature on the subject. Qualitative and Quantitative researches which were carried out previously were examined. Problems directly related to the principals' supervision process were handled but extensive research data could not be gathered. The problems were expressed by the researcher as a result of qualitative and quantitative research. Research questions were shared with the two faculty members from Cumhuriyet University and they were consulted for their opinions. Then, meaning and intelligibility of the questions were questioned with the two principals from primary education and one principal from secondary education. After the discussions, research questions took their final shape. The questions in the semi – structured interview form aim to explore the supervision issues under the following titles: **a)** the guidance and supervision **b)** the supervision and investigation, **c)** psychological and social problems **d)** the positive and negative adjectives to describe supervisions **e)** metaphors developed for the supervision system. The intelligibility and compliance of the questions in terms of identifying supervision system problems were discussed by consulting with 3 school principals and 2 educational supervisors and the necessary corrections were made. The questions in the form were expressed as “what is the” or “what are the” to facilitate the expression of the views under the same title.

Research was carried out during January – February 2011 through face to face meetings. The Researcher was careful about selecting volunteer principals. Research was carried out by taking note. Face to face interviews were personally carried out by the researcher. Each sentence of the interviewees was tried to be written as it was, notes were shared with the interviewees after the interview and they were given a chance to examine the notes. As a result of the investigation, the misspelled ones were corrected, the statements that the interviewer didn't want were extracted. The researcher refrained from using directive and confirmative statements while asking interviewees the questions. Each interview lasted between 35-50 minutes. The researcher conducted all the interviews himself. Because the interviewees didn't want, recording equipment wasn't used. The interviews were carried out in a natural environment. The researcher carefully refrained from guiding questions. The data obtained by the researcher was coded by the researcher and two specialists in educational sciences. The encoding results were compared. As a result of the comparison of encoding results, reliability coefficient between coders was calculated to provide reliability between the coders. The percentage of accommodative formula was used to calculate the reliability. According to this formula, reliability ratio was calculated as: $\text{reliability} = \frac{\text{the number of coherent category}}{\text{the number of all the coherent and incoherent categories}}$. According to the calculation reliability, conformity percentage between the coders was calculated as 89 % Keeves and Sowden (1994) reported that the percentage over eighty percent is sufficient (Türnüklü, 2000).

During the interviews, the researcher also adopted the approach of asking the follow – up questions apart from the questions prepared in advance. Some probes were used (such as What are the problems that affect school management and you, as a principal? What are the problems that affect teachers and other employees?) to obtain more detailed information about the topic (Yıldırım and Şimşek, 2005, 133).

Data was analyzed by using descriptive analysis technique. According to this approach, the obtained data was interpreted by summarizing in regard to the pre-determined themes. The direct quotations were frequently used to reflect the views of the individuals strikingly whom were interviewed in descriptive analysis. The objective of this analysis is to provide the reader with regular and interpreted data (Yıldırım and Şimşek, 2005).

2.4. Validity and Reliability

According to Kirk and Miller, validity in qualitative study means that the researcher investigates the phenomenon as it is and as neutral as possible (Yıldırım and Şimşek, 2005). Additional methods such as diversity and participatory confirmation are used to increase the validity. The validity of the research is tried to be raised by allowing for the participants' confirmation. At the same time, the results were disclosed by using direct quotations from interviewed individuals and they aimed to increase the validity (Yıldırım and Şimşek, 2005). In direct quotations, they are faithful to the statements of the negotiators. Opinions were transferred as neutrally as possible. Face to face interviews were carried out in a natural environment. The data collected by the researcher was transferred to the clean texts. For the codings based on the data, the texts were transferred to computer for the coders not to have difficulty in reading. Total 35 – pages of interview text was obtained. The researcher tried to choose the environment carefully for the interviews to spend qualified time with the interviewees and to prevent the interruption of the interviews. In this way, they tried to increase the quality of the interview time with the interviewees. In addition, they tried to raise the validity by determining and diversifying the sample with the primary and elementary school principals from different provinces.

The interviewees examined the obtained data after the interview one more time, necessary corrections were made, the participants approved the results for the internal validity of the research. Because of descriptive analysis, every question dealt with was recognized as a theme and the integrity was provided. The study was emphasized as a research which was carried for the

Sivas National Education Directorate Seminar of Principal Education and the participants' motivation was provided. Research model, data analysis tool and data analysis were described in detail to improve the validity of the research. Individuals in the survey were described in detail for the reliability of the research (Table 1). Results were given directly, without comment. The research process went on the office of the participants. The interviews and the interview questions were identified after the creation of a conceptual framework in terms of supervision problems. The conceptual framework was given in case of the problem. The data obtained from research was discussed in the conclusion section using the same and different opinions in terms of the research. Also to increase the reliability, the research questions were included in the theoretical framework. Attention was paid for the consistency of the questions with the stages of the research. For example, the questions were evaluated as the theme headings and some findings were included under these headings.

3. FINDINGS AND COMMENTS

3.1. What are the problems with education supervision in terms of guidance and supervision?

It was developed as the theme of guidance and supervision under this title. Opinions of the principals and frequency distributions of the most recurrent topics were stated under the identified themes by taking quotation directly.

3.1.1 Opinions of the principals in terms of guidance and supervision :

The mentioned problems in terms of guidance and supervision reveal that there are some troubles with the supervision system at the level of both primary and secondary education. The sub-themes and the frequency distributions gathered from the considerations identified under the heading of supervision and guidance were given below: The most recurring topics in the data obtained from the negotiations of primary and secondary education principals were described in table 2.

A factor that reduces the quality of the supervision is that guidance and supervision operations are not long – term and it is not extended over a period of time. Supervision fear, supervisions' not following the developments, guidance's not being in the forefront, incoherent decisions in terms of supervision and evaluation process between supervisors are seen as the current supervision problem by the school principals .

Table 1: Analysis of the School Principals' Problem Perceptions in Terms of the Guidance and Supervision Practices

Guidance and Supervision Main Theme	Sub Themes	(primary e.+secondary e.) (f)
Applications	Lack of process supervision	20
	Supervision fear	17
	Not to follow the developments	16
	Lack of guidance	10
	Consistency	6

In the research of Doğanay (2006), it was concluded that supervisors first come to school for supervision and then, they come for guidance and take guidance into consideration for candidate teachers. In the results of this research, principals expressed that guidance and supervision don't have an in depth functioning and the supervisors don't spend enough time for guidance.

There are some teachers who are supervised once every ten years. Teachers and principals must be supervised at least once every four years. (SP1S)

Most supervisors visit schools not for supervision but just to find deficiencies and to accuse. This is a very bothering situation for teachers and principals. Most of those supervisors are unaware of innovations. They want us to do things that they don't know exactly. (PP4A)

The school principals expressed the insufficiencies which are irrelevant to their own schools and take place in the report and one hour supervision as the most recurrent problem. It is generally accepted that supervision which is fitted in to a short time period is not useful and it doesn't have positive effect on the process. From the research of Doğanay (2006) it is inferred that supervisors are mostly interested in the documents. Supervision is carried out visually, there is no guiding and beneficial help in terms of process function and solving the functional problems. All of them show similarity with the results of this research. Sarıçam, Selvi and Göksu (2010) express that principals expect process / instructional supervision from supervisors. Similarly Samancı, Taşcıoğlu and Çetin (2009) also draw attention to the importance of process supervision. This study reveals that school principals find the process supervision inefficient as the above mentioned studies did.

From the views of the supervisors on the theme of human relationships, close friendship relations are especially thought to be damaging the supervision and guidance applications. The other problems seen by the principals are that the rough language used in human relations and not being within the boundaries of politeness.

Table 2: Analysis of the School Principals' Perceptions in terms of Human Relations in Guidance and Supervision Process

Guidance and Supervision		
Main Theme	Sub Themes	(primary e.+secondary e.) (f)
Human Relations	Colleague Relations	12
	Courtesy	6
	Language	1

The opinions of the principals on this subject:

Supervision and guidance must be carried out excluding friendly relations, everybody knows each other and supervision sometimes isn't carried out. (PP3A)

Supervisors should have a polite attitude for teachers and principals. As the supervised individuals/employees, our motivation increases when we are appreciated.(SP4S)

It is seen from the results of this research that the principle, which is accepted as one of the modern supervision principles, 'The approach of positive human relations is used on contemporary education supervision' (Aydın, 1994) isn't taken into consideration by supervisors. However, the approach of modern supervision requires to bring interaction, communication and responsibilities to forefront by acting in accordance with the existing structure and conditions. Uludüz (1996) suggests that positive behaviors and attitudes of supervisors could be a great source of morale / motivation for the supervised people.

While being supervised, teachers and principals greatly care about the modern attitudes and behaviors of their supervisors.

3. 2. What are the problems in terms of review and investigation on education supervision?

Opinions of the principals in terms of review and investigation:

School administrators think that human relations stay in the background because of the too much insist of the supervisions on legislations. The supervision of the primary and secondary education schools is carried out by the supervisions who are organized by different configurations. Educational supervisors at primary education have also the task of investigation at secondary education and this is considered to be a problem. As a whole the questions in the dimension of inspection and investigation come together below the sub – themes of “ investigation style” and “legislations”.

Table 3: Analysis of School Principals’ Problems in Terms of Review and Investigation

Review and Investigation Main Theme	Sub Themes	(primary e.+secondary e.) (f)
	Investigation Style	6
	Legislation	4

Principals participated in the research explained these situations as follows:

Investigation and supervision groups must be separated from each other . I think supervision and inspection which are carried out by the same supervisor for the same person is not true. (PP6A)

One day conducting an investigation in a school and the next day visiting the same school for guidance and training constitute a clear contradiction. I think the same supervisor cannot play two different roles correctly for the same school or **person / teacher**. (PP4S)

The supervisions and investigations carried out by the same supervisors affect their objective behaviors negatively and they also negatively affect the behaviors of teachers against supervisors. It can be accepted as a fact that credibility of supervisor who carries out supervision can undermine the supervisor’s guidance task as the social distance between the supervisor and teacher shaped during the supervision will go on during guidance and supervision process. Güleriyüz (2009) points out that supervisors on one hand give guidance and on the other hand they conduct investigation and this causes a problematic situation. It is a vitally necessary behavior that supervisors should have and that they stay within the legal borders during an investigation. However, guidance and supervision **comprise / require** more humanist relations. This causes the conflict of two different roles of supervisors.

3. 3. What are the psychological and social problems which bother you in the process of education supervision?

Under this heading: The views of the teachers and frequency distributions of the most repeated issues were stated regarding the question of “What are the psychological and social problems which bother you in the process of education supervision?”

School administrators often expressed the behaviors of the supervisors as a problem under the theme of human relations. The use of language against the administrators and teachers,

psychological impact in the guidance and supervision are seen as the most prominent problems of the supervision process.

Table 4: Analysis of School Principals' Problems in Terms of Review and Investigation

Psychological and Social Problems		
Main Theme	Sub Themes	(primary e.+secondary e.) (f)
	Human Relations	14
	Psychological Impact	6
	Language	5

Principals participated in this research expressed these situations as follows :

I feel that I am under pressure during the supervision and I don't know the reason. Years pass but I still suffer from anxiety. (PP4A)

The judging language / approach of supervisors make me angry. "Where the hell from do they come from?" I ask myself. Actually, I like being supervised. Yet supervisors have troubles on human relations. (PP3S)

In the research results of Doğanay (2006), it is seen that Ministerial Supervisors pay more attention to psycho-social state of teachers than primary education supervisors do. In this study, mostly primary education supervisors behaviors are expressed as a problem in terms of psychological and social aspects. Primary education supervisors visit schools once a year regularly, but Ministerial Supervisors sometimes carry out supervision at long intervals like every 7 or 8 years. This long interval can be considered as a cause of missing for principal – supervisor relations. Samancı, Taşcıoğlu and Çetin (2009) have the findings that it is important for supervisors be positive and kind to the teachers, principals and to have good relations with them. Communicative obstacles between the supervisors and supervised individuals downsize / reduce the efficiency of supervision (Kocabaş and Demir, 2009) and supervision leads to a psychological stress (Boydak, Ozan and Özdemir, 2010). All these findings in the literature form / show a parallelism with the results of this study.

4. CONCLUSION

Problems of school principals in terms of supervision process and their attitude towards supervisors and supervision system were presented in this research. When supervision functions are thought as an organizational necessity, business relationships, behaviors, attitudes and task awareness of the supervisors affect the quality of supervision process while supervision system and supervisors are carrying out system operation. Problems guide practitioners to present the failing points of the supervision system. Supervisors as the agents of the supervision system can correct both themselves and the incorrect functioning of the system by observing the results of their behaviors.

Through the eyes of school principals, situations which are irrelevant to their school during the guidance and supervision process and taking place in supervision and guidance communiques, are described as supervision process problems by the school principals both at the primary and secondary schools with a great frequency. It shows that supervisors don't care the present conditions of the school for the necessary business and operations during the supervision process. Supervision functioning which doesn't take the structural and psychological characteristics of the school into account may negatively affect the school principals and teachers as a whole.

The other findings regarding the supervision process expose that there are some problems which are repeated with a high frequency. They are listed as supervision is not carried out in detail, it is carried out in a short time and teachers have fear for mark during the supervision, fear reasons from the behaviors of the supervisors, the latest developments aren't followed. The first outstanding judgment is that supervision is not carried out by the supervisors who internalize the supervision function. According to the results, for the principals it is important that supervisors need to take their jobs seriously and they need to improve the quality of the time they spend at schools with the school principals, teachers and within the schools.

Looking at the review and investigation results of the participants into the problems, there are some situations which are described as a problem with a high frequency such as only laws, rules and regulations are taken into consideration. The school isn't taken into consideration as a living process, the same supervisors carry out the supervision and investigation, review and investigations are carried out by education supervisors at secondary schools. It can be considered that supervisors' being charged with the task of guidance, supervision and investigation can do harm to human relation approach of guidance and supervision. On one hand the supervisor has to work with the principal and teachers as a result of any disciplinary problems on the other hand the same supervisor is charged with the task of developing the school during the guidance and supervision process. That's why, the supervisors find themselves in contrary situations to each other. Supervisors who have a serious role conflict can also cause changes in the feelings and thoughts of the school staff against themselves.

These are the most frequently repeated opinions of the participants in terms of their psychological and social problems: Respect is expected only by the supervisors, the lack of human relations, the mandatory use of the language, supervision is an element of psychological pressure, anxiety increases with the supervision, supervisors have poor relationships with teachers and problems of human relations affect the views of the principals about supervision process.

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Genişletilmiş Özet

Okul yöneticisini, eğitim yönetimi ve denetimi alanındaki bilgi birikimi değişmeye zorlar. Yönetim eylemlerinin yöneticiyi değişmeye zorlamasının yanında denetim eylemleri de yöneticinin kendisini yenilemesinde ve değiştirmesinde, eksikliklerinin farkına varmasını sağlamasında önemli bir etken olarak görev üstlenir. Okul yöneticisini değişmeye zorlayan önemli bir faktör, genel olarak yönetim, özel olarak ise eğitim yönetimi alanındaki gelişmelerdir. Yönetim eylemlerinin yöneticiyi değişmeye zorlamasının yanında denetim eylemleri de yöneticinin kendisini yenilemesinde ve değiştirmesinde eksikliklerinin farkına varmasını sağlayan önemli bir etken olarak görev üstlenir. Bu nedenle denetim sürecine ilişkin sorunlar denetim sürecinin sağlıklı bir yapı ve işleyişe kavuşturulmasına yardımcı olabilir. Bu durum denetimin amaçlarının gerçekleştirilmesine yardım etmesi, işleyişteki sapma ve eksikliklerinin giderilmesini sağlayarak denetim olgusunun önemini ortaya koyması açısından önemlidir.

Araştırmanın amacı, Türkiye’de yöneticilerin denetim sürecine ilişkin sorunlarını ilköğretim ve ortaöğretim kurumlarında görev yapan yöneticilerin görüşleri aracılığıyla ortaya koymaktır. Denetim sürecine ilişkin sorunların, denetim yapı ve işleyiş üzerindeki etkilerinin daha sağlıklı bir duruma getirilmesi için belirlenmesi, denetim sürecinin geliştirilmesine katkı sağlayacaktır.

Bu çalışmada ilköğretim ve ortaöğretim kurumlarında görev yapan yöneticilerin denetim sürecinde karşılaştıkları sorunlar araştırılmıştır. Okul müdürlerinin denetim sürecine ilişkin görüşlerini belirlemek için nitel araştırma yöntemi kullanılmıştır. Bu çalışmada, “durum çalışması modeli” kullanılmıştır. Durum çalışması modeli ile belirli bir duruma ilişkin sonuçlar ortaya koymaktır. Araştırmada durum çalışması desenlerinden bütüncül çoklu durum deseni kullanılmıştır. Bu araştırmanın çoklu durum deseni olmasının nedeni birden fazla okulda tür ve düzeyde (ilköğretim, ortaöğretim) okul yöneticileri ile görüşülerek gerçekleştirilmiş olmasındadır. Araştırma 2011 Ocak-Şubat aylarında yapılmıştır. Araştırma yüz yüze görüşmeler yoluyla gerçekleştirilmiştir. Yöneticilerin gönüllü olmasına özen gösterilmiştir. Araştırma not alma yoluyla gerçekleştirilmiştir. Yüz yüze yapılan görüşmeler araştırmacı tarafından bizzat gerçekleştirilmiştir. Görüşmecilerin söyledikleri her cümle aynen yazılmaya çalışılmış görüşme sonrasında alınan notlar görüşmecilerle paylaşılmış ve incelemeleri sağlanmıştır. Araştırmanın iç geçerliği için

görüşme sonrasında elde edilen veriler görüşülen kişilere tekrar incelenmiş ve gerekli düzeltmelere yer verilerek katılımcı teyidi gerçekleştirilmiştir. Betimsel analiz gereği ele alınan her soru bir tema olarak kabul edilerek bütünlük sağlanmıştır. Araştırmanın geçerliğini artırmak için araştırma modeli, veri toplama aracı ve verilerin analizi ayrıntılı bir şekilde açıklanmıştır. Bulgular yorum yapılmadan doğrudan verilmiştir. Araştırma süreci katılımcıların makamlarında gerçekleştirilmiştir. Görüşmeler ve görüşmede kullanılan sorular denetimin sorunlarına ilişkin kavramsal bir çerçeve oluşturulduktan sonra belirlenmiştir. Araştırmacı yönlendirici sorulardan özenle kaçınmıştır. Araştırmacı tarafından elde edilen veriler, biri araştırmacı diğeri eğitim bilimleri uzmanı iki kişi tarafından kodlanmıştır. Kodlama sonuçları karşılaştırılmıştır. Kodlama sonuçlarının karşılaştırılması sonucunda, kodlayıcılar arası güvenilirliği sağlamak için kodlayıcılar arası güvenilirlik katsayısı hesaplanmıştır. Güvenirliğin hesaplanmasında uyuşum yüzdesi formülü kullanılmıştır. Bu formüle göre, güvenilirlik = uyuşulan kategori sayısı / tüm uyuşulan ve uyuşulmayan kategorilerin sayısı oranı hesaplanmıştır. Güvenirlik hesaplamasına göre, kodlayıcılar arasındaki uyuşum yüzdesi % 89 olarak bulunmuştur. Kavramsal çerçeve problem durumunda ayrıntılı olarak verilmiştir. Araştırmada sonucunda elde edilen veriler araştırma konusuna ilişkin farklı ve benzer görüşlerle sonuç kısmında tartışılmıştır. Güvenirliğin artırılması için ayrıca, araştırma sorularına kuramsal çerçeve içerisinde yer verilmiştir. Araştırmanın aşamaları ile soruların tutarlık göstermesine dikkat edilmiştir. Örneğin, sorular tema başlıkları olarak değerlendirilmiş ve bu tema başlıkları altında bulgulara yer verilmiştir.

Rehberlik ve denetim işlemlerinin uzun süreli ve zamana yayılmış bir denetim olmaması denetim niteliğini düşüren bir unsur olarak algılanmaktadır. Denetim korkusu, denetmen/denetçilerin değişimi izlememesi, rehberliğin yeterince ön plana alınmaması ve müfettişler arasında tutarlı olmayan denetim ve değerlendirme sürecine ilişkin kararlar, okul yöneticileri tarafından güncel denetim sorunları olarak görülmektedir. Denetmen/denetçilerin insan ilişkileri temasına ilişkin görüşlerinden en çok dost ve arkadaşlık ilişkilerinin denetim ve rehberlik uygulamalarına zarar verdiği düşünülmektedir. İnsan ilişkilerinde kullanılan dilin düzey olarak düşüklüğü ve nezaket sınırları içerisinde kalamamak da yöneticiler tarafında denetim sorunu olarak görülmektedir. Okul yöneticileri müfettişlerin aşırı mevzuatçılığının, insan ilişkilerini ikinci plana ittiğini düşünmektedirler. İlköğretim ve ortaöğretim kurumlarının denetimi farklı yapılanma ile oluşturulmuş il eğitim denetmenlerince denetlenmektedir. İlköğretimde il eğitim denetmenlerinin orta öğretimde soruşturma görevini üstlenmeleri sorun olarak kabul edilmektedir. Bütün olarak inceleme ve soruşturma boyutunda sorunlar “*soruşturma tarzı*” ve “*mevzuat*” alt temalarında birleşmektedir. Okul yöneticileri insan ilişkileri alt temasında denetçi davranışlarını en yüksek sıklıkla sorun olarak ifade etmişlerdir. Denetim ve soruşturma görevinin aynı denetmenler tarafından yapılması denetçilerin nesnel davranışlarını olumsuz etkileyebileceği gibi öğretmenlerinde il eğitim denetmenlerine karşı olan davranışlarını olumsuz etkileyebilmektedir. Sorgulama görevini yapan denetmenin rehberlik görevini yürütürken inandırıcılığının düşebileceği ya da soruşturma sırasında denetmen-öğretmen arasında oluşan sosyal mesafenin rehberlik ve denetimde yakınlaştıramayacağı bir gerçek olarak kabul edilebilir. Denetmen ve denetçilerin rehberlik ve denetimde yönetici ve öğretmenlere karşı kullandıkları dil ve bununla birlikte ortaya çıkan psikolojik etki denetim sürecinin en önde gelen sorunları olarak görülmektedir.

Araştırma sonucunda elde edilen bulgulara göre, denetim kısa süreli, bir günlük denetimler şeklinde değil soruna odaklı, uzun süreli derinlemesine etkinlikleri içeren bir yaklaşımla gerçekleştirilmelidir. Denetim grupları ile soruşturma gruplarının ayrılarak denetim üzerinden soruşturmanın olumsuz etkisi kaldırılabilir. Bölge sistemi yapılanması ile bütün kurumların ilköğretim-ortaöğretim ayrımı yapılmadan tek çatı altında birleştirilmesi yıpranmış denetim ilişkilerini düzeltebilir.

Citation Information

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