

THE ROLE OF MINISTRY SUPERVISORS IN THE
TURKISH EDUCATIONAL SYSTEM

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ABSTRACT

THE ROLE OF MINISTRY SUPERVISORS IN THE TURKISH EDUCATIONAL SYSTEM

By

A. Galip Karagozoglu

The Problem

The purpose of this study was to give a picture of current supervisor and teacher perceptions in the light of existing conditions in Turkey and in the light of current views of modern supervision. The study focused on ten main objectives related to the roles of supervisors in secondary schools. The study is recognized to be an initial exploratory research in the supervisory system in Turkey, which is an area never before studied intensively.

Procedure

Two questionnaires, one each addressed to teachers and supervisors, provided the basic data for the study. The questionnaires contained 87 questions for teachers and 83 questions for supervisors in four sections: personal characteristics, questions about supervisors and their activities, the importance and frequency of application of 21

selected supervisory activities, and problems of teachers and supervisors. Responses were obtained in the spring of 1971 from 104 ministry supervisors and from a representative sample of 1,041 secondary school teachers who had been supervised in the last three school years (1968-69, 1969-70, 1970-71). The return rate was 87.1 per cent for teachers and 90 per cent for supervisors.

Findings

1. Teachers generally do not perceive current supervisory activities as helpful.
2. Teachers have little confidence in the objectivity of evaluations of teachers by supervisors.
3. Teachers tended to perceive supervisors as not well qualified in subject matter fields, in professional knowledge, and in evaluation techniques.
4. Teachers and supervisors converged generally in perceiving several suggested activities to be important.
5. Both groups diverged generally in their perceptions of the frequency of application of the activities. Teachers consistently estimated the frequencies of application of the activities to be lower than the supervisors estimated.
6. There was generally high level within-group agreement among teachers and supervisors in their perceptions of the supervisors' role.
7. Supervisors may have an unrealistically high assessment of what they are accomplishing.

8. A large majority of both teachers and supervisors want change in the system. The change which is more emphasized by both groups is to separate the two conflicting roles: (a) supervisors as counsellors or helpers to teachers; and (b) supervisors as investigators of teachers' or administrators' breaches.

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By

A. Galip Karagozoglu


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CHAPTER I

INTRODUCTION

Introductory Statement

The importance of supervision in Turkish education has grown over the years because of real and pressing needs in the Turkish educational system. Teachers today face increasingly complex educational tasks. In today's schools teaching and learning are becoming more important than ever before. Teachers are expected not only to give knowledge of the three R's, but to improve desired attitudes, develop essential skills, and strengthen loyalties to the society and to the way of life which will directly influence the development of society.

The educational process is particularly complex and intricate. Expanding knowledge constantly requires teachers to study and keep up with new trends, developments and directions.

Barr¹ points out, however, that the academic and professional training of teachers, despite excellent

¹A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision: Principles and Practices in the Improvement of Instruction (D. Appleton Century Company, 1938).

progress, is absurdly low. Moreover education is developing so rapidly that teachers, even if they are well trained, cannot possibly keep abreast of current developments. Therefore, supervision is constantly necessary to introduce new ideas and innovations into the teaching learning environment. Teachers in Turkey need to keep informed concerning this specialized body of professional knowledge. The increasing size of schools and teaching staff, the large number of inexperienced beginning teachers and the high percentage of failure in secondary schools indicate the need for more professional help which will provide the necessary support to aid teachers in their difficult job.

These aids might be best provided by supervisors who recognize their main job as "assistance in the development of a better teaching-training situation in the schools."¹ This key role of supervisors would appear to be highly related to helping teachers improve their teaching methods and to finding solutions to their educational problems.

But how many of the Ministry supervisors do perceive their key role in these terms? To what roles are they assigned by tradition and by regulation? Among these roles, which do they perceive as most important? How do the supervisors' views of their roles compare and contrast with teachers' views of the roles supervisors do or should

¹Kimball Wiles, Supervision for Better Schools, Second Edition (Prentice Hall, Inc., 1965).

perform? What is the frame of reference within which supervisors carry out their present roles, especially with reference to supervision of classroom instruction? What do Turkish supervisors consider their main problems to be? What do Turkish teachers believe their main problems are?

The present research attempts to provide some answers to these and similar questions. The aim has been to give a picture of current supervisor and teacher perceptions in the light of existing conditions in Turkey and in the light of current views of modern supervision as they have been advanced, mainly by American educators. Any discrepancies which the research reveals may help point the way to improved supervision in Turkish schools.

Statement of the Problem

The Turkish educational system is a highly centralized organization. The Ministry of Education in Ankara has the right to make all important policy and administrative decisions. A national curriculum is pursued in every school and all educational activities are controlled by the supervisors appointed by the central government.

There are two types of supervisors in the Turkish educational system. The first is the elementary school supervisor, whose job is to control the elementary level (grades 1 to 5) educational institutions within a prescribed province. The second is the Ministry supervisor, whose job is to control secondary level (grades 6 to 11) and all other educational units and institutions, excluding

universities. Ministry supervisors have very high status in the hierarchial structure. Both types of supervisors are appointed by the Minister of Education.

The words "supervisor" and "supervision" in the Turkish language imply an inspection function more than do the English words. A supervisor (Mufettis) is the person who inspects, administers, controls and directs educational activities, in which at the same time he is expected to provide professional help to the teacher in the improvement of the educational process.

Today Turkish secondary level educational institutions in particular face many crucial educational problems, which paralyze educational efforts to reach the desired goals of Turkish education.

1. In order to establish a productive teaching process there are certain basic qualifications that a teacher must possess before teaching in various levels of the secondary schools. Presently in Turkey the quality of instruction in the secondary school is suffering because at least 70 per cent of the teachers have no more than junior college level training. This fact would appear to present a special challenge to the task of supervision.

2. There is a general criticism made by the Turkish National Commission on Education and shared by the majority of Turkish educators that the schools of Turkey "are unable to prepare children adequately for life" and that "socially, culturally, and economically" education is "not

functional."¹ An important recommendation made by the same commission stated that the quality of teaching, the teachers, and the physical facilities would have to be greatly improved if Turkey were to attain the level of development and westernization to which it has aspired.

3. In 1970-71 there were approximately 110 Ministry supervisors working in the secondary level educational institutions in Turkey. Since there were 38,814 secondary school teachers in Turkey the supervisor/teacher ratio was approximately 1/350. Therefore some teachers might not have an opportunity to be visited by a supervisor for many years. For example, in the 1968-69 school year, Ministry supervisors were able to supervise only 7,826 teachers out of 38,814.

These facts in themselves indicate a need for extending and strengthening supervisory services to secondary schools in Turkey. As these services evolve, however, the key question is in which directions should they change? In terms of modern concepts of supervision, are those secondary teachers who benefit from present services satisfied with the help they receive? Do supervisors believe they are doing a good job and the right job? How do supervisors and teachers think supervision in Turkey might best be improved? These are the problems to which the present study is addressed.

¹Egitim Milli Komisyonu Raporu, Milli Egitim Bakaviligi, 1959.

Specific Objectives

The study will focus on ten main objectives related to the roles of supervisors in secondary schools. These are:

1. What are the group characteristics of the teachers and supervisors including sex, age, academic field of preparation, experience and supervisor-teacher ratio?

2. What are the main characteristics of supervisory visits including human relations, helpfulness, frequency of supervisory visits, and qualifications of supervisors?

3. What is the role perception of supervisors about themselves in acting toward teachers and the profession, including, "What should a good supervisor do?" and, "What do supervisors do?"

4. To what extent is there a consensus among supervisors in their perceptions of the supervisors' role?

5. What is the role perception of teachers for supervisors in acting toward teachers and the profession, including, "What should a good supervisor do?" and, "What do supervisors do?"

6. To what extent is there a consensus among teachers in their perceptions of the supervisors' role?

7. How do the supervisors' perceptions of their roles converge or agree with the role perceptions held by teachers?

8. What are the differences in role perceptions among teachers and supervisors according to the independent variables?

9. What are the most crucial problems which supervisors and teachers perceive they have faced in recent years?

10. How do teachers and supervisors believe supervision might best be reorganized in Turkey?

Delimitation of the Study

Although there are two types of supervisors in the Turkish educational system, this study is concerned only with the role of Ministry supervisors who are responsible to supervise all secondary level educational activities. The role of elementary school supervisors is not included in this study. All Ministry supervisors and 10 per cent of the secondary school teachers who had been supervised in the last three school years were used as samples. Two forced-choice questionnaires, one each for teachers and supervisors, were developed and used to collect the necessary data. Consequently this study is subject to all of the limitations inherent in the use of mailed questionnaires for data gathering. But it was assumed that teachers and supervisors are literate and understand what was asked, and that they were honest and sincere in their responses.

Definition of Terms

Ministry of Education

The organization which is responsible for all general, vocational technical and cultural educational activities of Turkey. The head is the Minister who is a member of the cabinet.

Board of Supervisors

The organization or the office where all the Ministry supervisors are assigned. This office is responsible to supervise all Turkish schools and the personnel who work in the educational institutions.

Ministry Supervisor

The Ministry supervisor is the person attached to the Board of Supervisors, appointed by the Minister of Education, to supervise all educational activities and personnel on behalf of the Minister of Education for the improvement of the educational process. Ministry supervisors are concerned not only with all secondary level operations, but also oversee all other educational activities as well, excluding the universities. Elementary supervisors, who are assigned to provincial education offices, also come under the supervision of Ministry supervisors. For further description of the roles of Ministry supervisors, see Chapter III.

Elementary School

The school which admits children between the age of 6-12 for a five year compulsory education. For further description of the Turkish educational system, see Chapter III.

Secondary Schools

The schools between elementary school and university. These schools admit students who hold an elementary school diploma. There are various types of secondary schools, such as general, vocational, and technical, on two levels. Lower secondary schools are three years after elementary school and upper secondary schools are three or four years after lower secondary schools. For further description of the Turkish educational system, see Chapter III.

Role

The dynamic aspects of positions, offices or status within an institution. In this study "role" refers to denoted characteristics expected of supervisors.

Perception

Cleminson¹ defines perception as

. . . the interaction or transaction between an individual and a stimulus configuration in the

¹G. F. Cleminson, "The Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals" (unpublished Ph.D. thesis, Fordham University, 1965).

environment in which the form or quality of the individual's responses derives primarily from his total prior experience, rather than from the pattern or quality of the stimulus configuration per se.

Supervision.

The Dictionary of Education defines supervision as:

All efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction; includes the stimulation and professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction.¹

Democratic Supervision

The term democratic supervision used in this study postulates supervision as a problem solving process, by sharing ideas, procedures, materials, developing curriculum, organizing staff for educational activities and stimulating and respecting the participation of all educational staff.

Supervisory Practices

Supervisory Practices refers in this study to things that the supervisors might do or recommend in order to help teachers to improve the educational process in the schools and other institutions.

¹Carter V. Good, Dictionary of Education (McGraw Hill, 1945).

Role Expectation

In this study role expectation is defined as expectation of any person or members of any group from an actor in a defined situation.

Role Theory

A better understanding of the role of the Turkish Ministry Supervisor in the Turkish educational system can perhaps be obtained by applying concepts developed from studies in the area of role theory. The following section of this chapter reviews some selected studies and concepts which derive from the study of roles in education. These concepts have been adapted for use in Chapter V in helping interpret findings of the present study.

Role theory's various key terms have been used by social scientists in different ways. Nevertheless, it seems possible to see a degree of commonality in the meanings of their terms. As Gross, Mason and McEachern point out:

Another reason for some of these differences in definition is simply semantic; the same phenomena are frequently given different names. What Linton and Newcomb define as a role, Davis defines as a status. What Davis defines as a role, Newcomb calls role behaviour and Sarbin, role enactment.¹

Gross et al. classify the meaning of role into three categories:

¹N. Gross, W. S. Mason and A. McEachern, Explorations in Role Analysis, Studies of the School Superintendency Role (John Wiley and Sons, Inc., 1958), p. 17.

a. "Normative culture pattern," which includes cultural elements in the concept of the role. Linton's definition of role falls in this category: "The sum total of the ideal patterns which control the reciprocal behavior between individuals and between the individual and society."

b. In the second category ". . . role is treated as an individual's definition of his situation with references to his and others' social positions . . ." Sargent's definition has been included in this category: "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."

c. Gross et al. place in the third category those definitions which deal with role as the behavior of actors occupying social positions. They say that: "A role defined in this way does not refer to normative patterns for what actors should do, nor to an actor's orientation to his situation, but to what actors actually do as position occupants." They include Davis' definition in this category:

How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself.

Gross et al. feel that theoretical formulations concerned with role analysis must include three main

elements--social locations, behavior, and expectation--which are common in the various definitions of role.¹

Owens² developed a vocabulary for the concepts relevant to role theory. He defines the main elements of role theory as follows:

1-Role. The various offices or positions in an organization carry with them certain expectations of behavior held by both onlookers and by the person occupying the role. These expectations generally define role, with some additional expectation that the individual will exhibit some of his own idiosyncratic personality in his role behavior.

2-Role Description. This refers to the actual behavior of an individual performing a role, or, more accurately, to a report stemming from one individual's perception of that behavior.

3-Role Prescription. This is the relatively abstract idea of what the general norm in the culture is for role. What kind of role behavior is expected of a teacher in this country, for example?

4-Role Expectation. This refers to the expectations that one person has of the role behavior of another. Teachers, for example, expect certain behavior from a principal, and the principal has his own expectation of behavior for teachers. Thus, as teacher and principal interact in their roles in the school, they have complementary role expectations.

5-Role Perception. This is used to describe the perception that one has of the role expectation that another person holds for him. In dealing with the P.T.A. president, for example, the principal knows that he has some role expectation of him; his estimate of that expectation is role perception.

Brookover and Gottlieb state that the two concepts, status and role, are actually inseparable in social phenomena. Therefore, they use these two concepts as a

¹Ibid., pp. 12-18.

²R. G. Owens, Organizational Behavior in Schools (Prentice-Hall, Inc., 1970), pp. 71-72.

single one: status-role. By this they mean that "the complex of expectations which apply to a particular position in a social system apply also to the individual occupying that position." They mention that status-role may be distinguished from the concept "position," which they define as "location in a social group or social system."¹

Brookover and Gottlieb² also developed a conceptual paradigm designed to show the relationships among status, office, role, actor, role perception, self involvement and related concepts in role theory. They divide the concept "role" into seven elements.

- A = Actor's personality brought to situation (previous experience, needs, and so on).
- SI = Self-involvement--actor's image of the ends anticipated from participation in the status. A projection of his self-image into the role.
- P = Actor's perception of what he thinks others expect of him in a particular role.
- BI = Behavior in interaction with others in which P and R are continually redefined.
- R = Role--Other's expectations of actor "A," the incumbent in a specific position.
- O = Office--Other's expectations of any actor in a particular situation, i.e., history teacher in X school.
- S = Other's expectation of any actor in a broadly defined position, i.e., teachers.

¹W. B. Brookover and D. Gottlieb, A Sociology of Education, Second Edition (American Book Company, 1964), pp. 322-323.

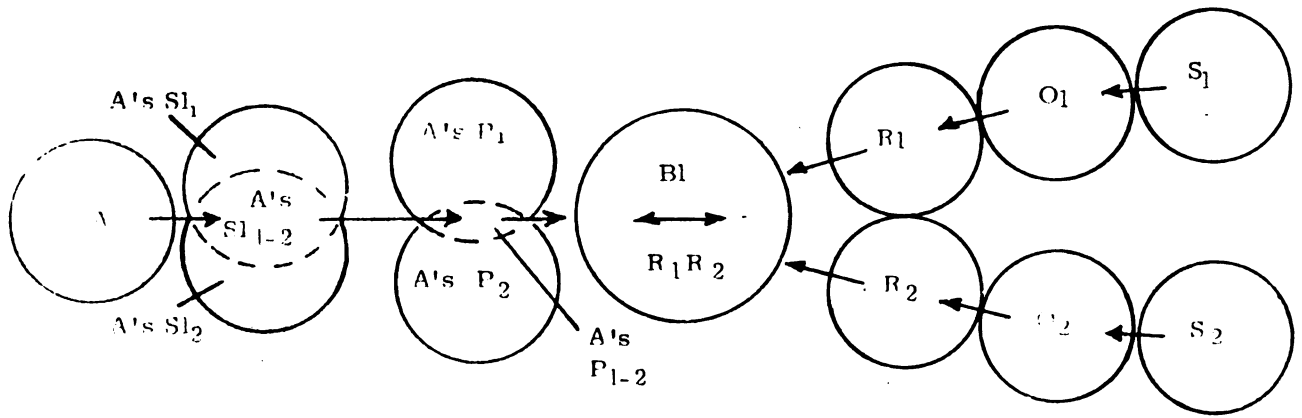


Figure 1.1.--Paradigm of Status-Role Concepts.¹

¹Adapted from W. B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, 23: 2-13.

In Brookover's paradigm, it is possible to observe how different expectations may be held for incumbents of a given position. The paradigm suggests that quite different and perhaps incompatible expectations for the actor may be held by different persons and groups. Sometimes expectations of the actor might be incompatible with the expectations of significant others. Brookover and Gottlieb see this situation as role conflict, and they define it as a:

. . . situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations in a particular area of behavior.

In this study this definition of "role conflict" will be used.¹

¹Ibid., p. 344.

Sarbin and Allen¹ say that an actor sometimes finds himself in two or three incompatible positions requiring contradictory role enactment. They call it role conflict. They classify role-conflict, into two categories: "Interrole conflict" and "intrarole conflict." According to them, "interrole conflict" is due to simultaneous occupancy of two or more positions having incompatible role expectations. The second type of role conflict "intrarole conflict," involves contradictory expectations held by two or more groups of relevant others regarding the same role.

Owens² points out that:

Role conflicts are commonly thought to be a source of less than satisfactory performances in interpersonal behavior in organizations. There are many sources of role conflict, all of which inhibit optimum performance by the role incumbent. An obvious role conflict is a situation in which two persons are unable to establish a satisfactory, complementary, or reciprocal role relationship, which can result from a wide variety of causes and not infrequently may involve a complex set of conflict behaviors.

For the purpose of the present study a paradigm was developed based on Brookover's model. This adapted paradigm will be used as a device to help analyze the data presented in the latter part of this study. In the paradigm code letters refer to the following explanations:

¹T. R. Sarbin and V. L. Allen, "Role Theory," The Handbook of Social Psychology (Addison-Wesley Publishing Company, 1968), pp. 488-567.

²Owens, op. cit., p. 72.

S = Supervisor

T = Teacher

RE = Role expectation

RP = Role perception

SRE = Supervisors' role expectation for themselves

TRE = Teachers' role expectation for themselves

SRP = Supervisors' role perception for themselves

TRP = Teachers' role perception for supervisors

It is assumed that if there were to be a high convergence between $(SRE=SRP)=(TRE=TRP)$ there would be no role conflict between supervisors and teachers. Circles representing this convergence would overlap each other in the form as shown in Figure 1.2.

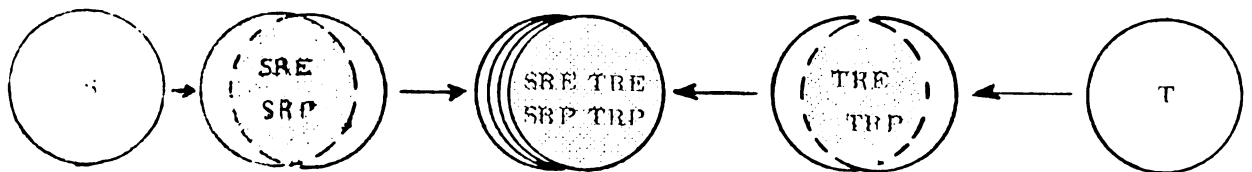


Figure 1.2.--Convergence in Role Perception.

If there were to be high divergence between Supervisors and Teachers in (SRE), (TRE), (SRP) and (TRP), one might anticipate that there might be various role conflicts between supervisors and teachers with respect to the role of supervisors. Then the model would be diagrammed in the following form. Overlapping spaces in the circles refer to the convergence between the supervisors' group and the teachers' group and also the convergence within groups among teachers and supervisors.

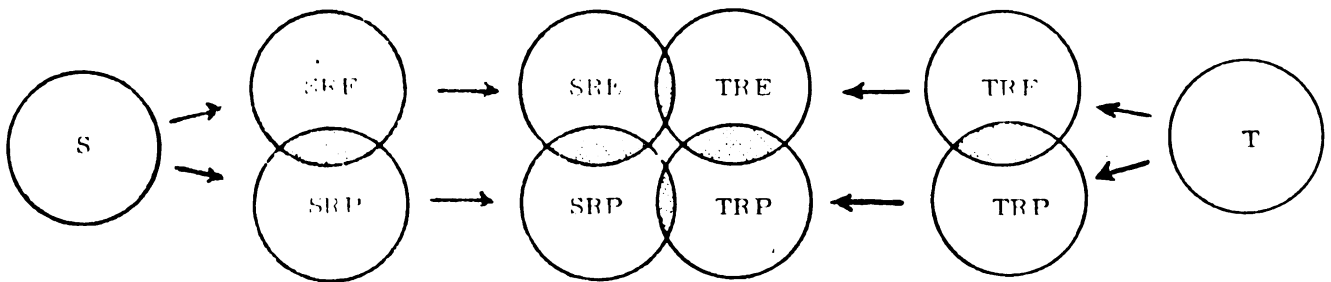


Figure 1.3.--Divergence in Role Perception.

Overall Rationale of the Study

In making this study the researcher was aware that he was investigating an area never before studied intensively in Turkey, the relationship between teachers' and supervisors' perceptions on the role of supervisors.

From this study the expectation and hope was a simple and modest one of exhibiting possible differences

in views between teachers and supervisors about this important relationship, but about which the supervisor and teacher group might not have adequate documentation.

The following study therefore is recognized to be an initial exploratory research. It is hoped that the light which it sheds on the differences in perception between teacher and supervisory groups may be useful to develop improved objectives, practices, training, philosophy and organization of supervision in the Turkish educational system.

Some of the main implications suggested by the study are presented in the final chapter. It is the researcher's intention to bring these findings directly to the attention of key administrative decision makers so that they may make better decisions and plans in the light of information presented.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to review some of the main ideas and concepts in the educational literature concerning the supervisor's role and supervisory techniques. This review aims only to highlight very briefly the chief transitions in concepts undergirding the role of the supervisor from about 1800 to the present. Moreover, the review focuses almost entirely on American educators' concepts, because the researcher intended to conduct his study in the light of American educational supervisory concepts. It is believed that the basic ideas of the professional roles of supervisors have been mainly developed and advanced by American educational leadership. Since the literature is an enormous one, this review will be restricted to what may be presumed to be a representative selection of it.

In the first part of this chapter, the evolution of supervision in the American educational system will be reviewed, and in the second part perceptions about existing supervision and supervisory activities will be presented.

The last section of the chapter contains a brief review of Turkish literature on supervision, which is miniscule compared with the American literature.

Evolution of Supervision in the U.S.A.

A clear understanding of modern supervision is in part dependent upon an understanding of the chronological development of supervisory activities in the American school system. Inspection of American schools appeared in the early 18th century. Supervision of public schools was by local civil or religious officers and by special committees of laymen with power to visit and inspect schools. The nature of supervisory activities was "to inspect schools for the sake of control, observation of rules and maintenance of the existing standards.

These committees were not interested in helping the teacher to improve his teaching skills but to identify the deficient teacher and to dismiss him. Early in the 19th century these committees or boards were replaced by such positions as "acting visitor," "school clerk" or "superintendent of schools." Later these positions were filled by professional educators. In this era as Lucio and McNeil say:

Teachers were regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedure

determined by administrative and special supervisors.¹

At the beginning of the 20th Century there was an important change in the concept of the role of supervisor. Various new subjects, such as music, home economics, physical education, and drawing were introduced into the curriculum. Consequently, in order to teach these new subjects, special teachers were employed and general supervisors were appointed to assist regular teachers in these special areas. These officers were actually traveling teachers moving from one school to another.

By 1913 the development of "scientific management" influenced educational administrators to apply organizational principles to school supervision. Lucio and McNeil refer to this sort of supervision as "scientific supervision."²

In this type of supervision, supervisory staff had the largest share in determining proper methods. The teacher was expected to be a specialist in producing "the product." The focus was the "development of the pupil." In the process the supervisor's main duties were to discover the best teaching procedures and give these best methods to the teachers for their guidance.

¹W. H. Lucio and J. D. McNeil, Supervision: A Synthesis of Thought and Action (McGraw-Hill Book Company, Inc., 1962), pp. 3-20.

²Ibid., p. 3-20.

The concept of supervision during this period was one of inspection through direct classroom observation and demonstration, with the focus of attention being placed upon the teacher's weaknesses. In conference with teachers after classroom visits, the supervisor tried to effect improvement in teaching to produce the desired "product."¹

In the early 1930's, writers in educational administration began to conceive supervision as guidance rather than inspection. According to Lucio and McNeil, the emphasis in supervision shifted to democratic human relations in which the teacher's feelings were recognized but not his ability to reason. This type of supervision was classified as the "training and guidance" type. Personal and cultural development of teachers as well as their improvement in technical matters concerned supervisors.²

Today's Supervision

In the late 1940's, supervision became associated with percepts respecting human personality and encouraging wide participation of the teacher, supervisor, administrator, pupil and others in the formulation of mutually accepted educational goals.³ In 1954 Palmer identified

¹M. F. Wallace, "An Investigation of Supervisor Practices in the Waterbury Public Elementary Schools (unpublished Doctor's dissertation, University of Connecticut, 1964).

²B. Grossman, "Teachers' Methodological Emphasis and Their Evaluation of Supervisory Practices" (unpublished Doctor's dissertation, Rutgers State University, 1967).

³Lucio and McNeil, op. cit., pp. 3-20.

this type of supervision as "democratic leadership." The successful supervisor has been described as an educational leader who makes use of cooperative techniques in a democratic manner. In addition, the supervisor works for improvement of the total teaching-learning process, as well as for the improvement of teachers in service.¹

Responsibility for handling this democratic supervision has been shared by principals, superintendents, special supervisors, coordinators, curriculum directors, consultants, and other supervisory leaders appropriate to different school situations.² Bradfield,³ Neagley and Evans⁴ and Burton and Brueckner⁵ are among those contemporary educators who adhere to the view that modern supervision's basic approach involves democratic leadership.

According to Neagley and Evans, characteristics of modern supervision include the following:

¹J. M. Gwynn, Theory and Practice of Supervision (Dodd, Mead and Company, 1969), p. 13.

²Wallace, op. cit.

³L. E. Bradfield, Supervision for Modern Elementary Schools (Charles E. Merrill, 1964).

⁴R. L. Neagley and N. D. Evans, Handbook for Effective Supervision of Instruction (Prentice-Hall, Inc., 1964).

⁵W. H. Burton and L. J. Brueckner, Supervision: A Social Process (Appleton-Century-Crofts, Inc., 1955), pp. 10-18.

1. The establishment and maintenance of satisfactory human relations among all staff members is primary Any supervisory program will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open, and informal to a great extent.
2. Modern supervision is democratic in the most enlightened sense. "Democracy" does not mean "laissez-faire" with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, sensitive leadership role.
3. Modern supervision is comprehensive in scope. It embraces the total public school program, kindergarten through the twelfth or fourteenth years.¹

Grossman derived a summary of present-day thinking about modern supervision from recent literature. His underlying premise is that modern supervision has the following characteristics:²

1. Provide an atmosphere of understanding support, security and confidence in which good human relations are fostered.
2. Involve teachers and other school personnel in making plans and in executing them.
3. Solve problems that are considered important by teachers and supervisors.
4. Provide individual help to teachers with specific problems.
5. Improve all aspects of the teaching-learning situation.
6. Provide teachers with all available resources.

¹Neagley and Evans, op. cit., pp. 4-6.

²Grossman, op. cit., p. 27.

7. Emphasize the development of a cooperative attitude among all members of the staff.
8. Aim for self-improvement on the part of the teacher.
9. Provide a program for improvement in instruction that is planned sequentially.
10. Foster leadership in others.
11. Use scientific methods in solving problems and in experimenting.
12. Use evaluation as a continuous process.

According to Gwynn it is possible to classify the supervisor's main responsibilities in three main points:

1. The responsibility to give individual help to the teacher.
2. The responsibility to coordinate and make more available to all personnel the instructional services of the school.
3. The responsibility to act as a resource person for the superintendent and other administrative personnel, as a special agent in training teachers in service, and as an interpreter of the school and its program both to school personnel and to the public.¹

In order to discharge the foregoing major responsibilities competently, the supervisor in the modern school should be well prepared to perform the following tasks:

1. To aid the teacher and the principal in understanding children better.
2. To help the teacher to develop and improve individually and as a co-operating member of the school staff.
3. To assist school personnel in making more interesting and effective use of materials of instruction.

¹Gwynn, op. cit., pp. 14-25.

4. To help the teacher to improve his methods of teaching.
5. To make specialized personnel in the school system of maximum assistance to the teacher.
6. To assist the teacher in making the best possible appraisal of the student.
7. To stimulate the teacher to evaluate his own planning work and progress.
8. To help the teacher achieve poise and a sense of security in his work and in the community.
9. To stimulate faculty groups to plan curriculum improvements and carry them out co-operatively and to assume a major responsibility in coordinating this work and improving teacher education in service.
10. To acquaint the school administration, the teachers, the students and the public with the work and progress of the school.¹

The above references may serve to portray the evolution of supervision in the American school system and the transition from traditional concepts of supervising to the modern way. Burton and Brueckner, using caption words, contrast the difference between traditional and modern supervision in this manner.²

Contrasts in Supervision

| Traditional | Modern |
|--|--|
| 1. Inspection | 1. Study and analysis |
| 2. Teacher focused | 2. Aim, material, method, teacher, pupil and environment |
| 3. Visitation and conference | 3. Many diverse functions |
| 4. Random and haphazard or a meager, formal plan | 4. Definitely organized and planned |
| 5. Imposed and authoritarian | 5. Derived and co-operative |
| 6. One person usually | 6. Many persons |

¹Ibid., p. 27.

²Burton and Brueckner, op. cit.

Perceptions about Supervisors and
Roles of Supervisors

A great deal of research has been conducted in the United States to investigate the effectiveness of supervisory activities in the educational process and to examine the importance of the supervisor's roles in these activities. The literature reveals that most educators believe in the benefit of supervision if it is directed to assist the teachers in the educational process.

Contemporary educators such as Heald and Moore,¹ Wiles,² Harris,³ and Curtin⁴ suggest that the basic role of supervision should be assistance for the improvement of the teaching-learning situation in the school system. In providing this necessary assistance, today's supervisor has a task that is more demanding than ever in the history of educational supervision. As Greene says:

His work is characterized by a variety of tasks, diverse human relationships involving peers, superordinates plus a range of procedural problems, nebulous goals, and a lack of evaluative instruments to measure the significant aspects of his influence on teacher learning. If he does not have a clear perspective of his tasks, his objectives and direction, it follows that the present pressures of the public and the intensified conflicting demands of an uncertain

¹James E. Heald and Samuel A. Moore, The Teacher and Administrative Relations in School Systems (MacMillan, 1968).

²Wiles, op. cit.

³B. Harris, Supervisory Behavior in Education (Prentice-Hall, 1963).

⁴James Curtin, Supervision in Today's Elementary Schools (MacMillan, 1964).

anxious society will cause the inadequate educational leader to flounder and be ineffectual. In contrast the highly motivated and competent educational leader will assess the reality of the situation, identify problems, plan his strategy, and perceive his task as an exciting challenge.¹

Bail made a study to survey the role perception of supervisors among 205 elementary school teachers, 34 principals and 2 superintendents. He found that 40.2 per cent of the 460 respondents received inspectional visits but no supervisory assistance, 29.2 per cent received very little supervision, 25.7 per cent received no supervision, and only 4.3 per cent obtained very helpful democratic supervision. Types of supervision they have ranked the highest among 32 choices were: constructive criticism, recommendations of new teaching methods, demonstration teaching and suggestions concerning materials and equipment.²

Damah made a study among 14 American and Iraqi teachers concerning the supervisory practices in Iraq and the U.S. He found that the following supervisory activities were rated as helpful by more than 50 per cent of both American and Iraqi teachers: individual conferences with the supervisors, demonstrating lessons, intervisitations, classroom observations, faculty meetings, workshops,

¹John D. Greene, Implications for Educational Practice in Supervision: Perspective and Propositions (ASCD Publication, 1967).

²F. M. Bail, "Do Teachers Receive the Kind of Supervision they Desire?" Journal of Educational Research, 40:713-16 (May, 1947).

audio-visual aids, directed professional readings and local research and experimentation.¹

In a related study Grossman found that supervisory practices considered by teachers to be useful are: having a helpful attitude, holding informal conferences, showing teachers how to teach, helping with discipline, observing teachers informally, assisting with planning, providing administrative assistance. Teachers also support principles of good supervision such as the support of teachers, assistance to teachers, and reliance on teacher judgment. They do not care to have supervisors structure improvement programs or evaluate their work.²

Antell's study revealed that teachers favored a supervisory program which met their realistic professional needs for teacher participation in curriculum development and the provision of necessary instructional resources.³

To determine the most effective behavior of supervisors, Foster made a study to explore perceptions of supervision. Two hundred and sixty critical incidents had been identified by the subjects as essential to effective supervision: provision for in-service teacher growth,

¹M. I. Damah, "Supervisory Practices in the United States Suitable for Use in the Secondary Schools of Iraq" (unpublished Doctor's dissertation, University of Maryland, 1965).

²Grossman, op. cit.

³H. Antell, "Teachers Appraise Supervision," Journal of Educational Research, 38:606-11 (April, 1945).

routines for securing and distributing curriculum materials, and skills in building positive human relations with teachers and community.¹

In a study conducted by Louisiana school supervisors, Landry reports that the most persistent activities of supervisors were visiting the classes, doing clerical work, conferring with principals and teachers, working with lay groups, travelling and participating in group conferences. At least half of the activities were found to be unrelated to improving instruction. The most commonly reported practices that were perceived as related to improving instruction included working with principals, engaging in classroom visitation, initiating ideas and suggestions, serving as a resource person and providing individual help to teachers.²

Hallberg analyzed the expected and actual behavior of supervisors by using a questionnaire which was directed to supervisors, superintendents, principals and teachers.

Among the findings, the supervisory behavior considered to be of highest value by all four professional groups were:³

¹Lucille E. Foster, "Perceived Competencies of School Supervisors" (unpublished Doctor's dissertation, Stanford University, 1959).

²Thomas Landry, "Louisiana Supervisors Examine Their Practices," Educational Administration and Supervision, 45:305-311 (1959). ‡

³H. I. Hallberg, "Analysis of the Expected and Actual Behaviors of Supervisors in the Role Concept of Four Professional Groups" (unpublished Doctor's dissertation, University of Oregon, 1960).

- giving support to teachers who are willing to try out new techniques in instructional materials and teaching.
- calling attention of teachers and principals to new and worthwhile professional literature.
- serving as a member of working committees when invited.
- striving to secure good working conditions for staff members.
- helping all personnel to have faith in themselves.
- recognizing individual differences in staff personnel.
- striving to build working rapport between himself and the professional staff.
- helping to maintain ethical standards of the profession.
- taking an active role in local professional organizations.
- serving on state-wide committees sponsored by the State Department of Education, when invited.
- reading professional literature regularly.
- evaluating the objectives of the curriculum.

Indiana ASCD made a three-year study about the perceptions of supervision among Indiana administrators, principals, faculty members teaching elementary and secondary education courses, parents, supervisors, and teachers. An opinionnaire was sent to a random-stratified sample of 50 persons in each of six groups in Indiana.

They found that the main functions of supervisors were:

- develop curriculum to meet the needs of the community.

- help teachers achieve the most effective learning environment.
- improve instruction.
- inspire teachers.
- render expert advice concerning methods and materials.
- serve as consultant or coordinator.

According to the research the most important contributions of the supervisors were: help teachers--especially new ones--to improve, provide teacher guidance and improve morale, and serve as leader in curriculum development. The least important contributions of the supervisors were: creating an unnatural situation in the classroom, doing the teacher's work, evaluating teachers (checking up, inspecting), performing clerical jobs (ordering, counting delivering), and writing reports and keeping records.¹

Saunders tried to identify the most highly valued supervisory endeavors as seen by teachers. In this study opinions of 312 teachers were secured regarding the work of the supervisor in gaining teacher confidence, promoting morale and showing interest in the individual as a teacher and as a person. Responses that received the highest ranking were as follows:

A successful supervisor:

- Respects you as an individual
- Cooperates in solving problems

¹Carolyn Guss, "How is Supervision Perceived,"
Supervision: Emerging Profession (ASCD Publication, 1969).

- Helps promote friendly faculty relations.

The two responses ranked lowest by these teachers were:

- Recognizes your need for freedom from pupil contact.
- Helps establish and maintain your community status.¹

A significant conclusion was made by Berkheimer after analyzing the present literature dealing with the supervisor's role. He summarized that:

- a. There is a growing concern for the clarification of the role of the supervisor,
- b. The responsibilities of the supervisor are numerous, varied and complex and,
- c. The recommended supervisor activities are apparently related to curriculum leadership, in-service programs, self growth, public relations, selection and use of materials, evaluation and research.²

To date, most studies of role interaction between school supervisory and teaching personnel have been made with reference to the U.S. educational system, which is a decentralized system, with every state having its own way of administering the educational process. Consequently a wide range of administrative organizations might be observed from state to state. It is possible that patterns of interaction might be unique to the particular school system.

¹O. L. Jack Saunders, "Teachers Evaluate Supervisors Too," Educational Administration and Supervision, 41:70 (Nov. 1955), pp. 402-406.

²G. D. Berkheimer, "An Analysis of the Science Supervisors' Role in the Selection and Use of Science Curriculum Materials" (unpublished Doctor's dissertation, Michigan State University, 1966).

Research on role expectation might therefore be limited in providing information of administrative systems in general. Some of the following studies, however, appear to contribute some general understanding of role expectations for educational administrators. Research on "roles" is an intricate undertaking. As Brookover and Gottlieb state:

Students in each of these disciplines have come to recognize that understanding human behavior involves understand the interaction between people in various types of groups and social systems. . . . The school as a particular segment or social system is understood, therefore, only in relation to the complex of interacting individuals who occupy the various positions in the school system and behave in patterns expected of various actors in the system. When examining this complex of behavior from the point of view of the structure of the group or social system, we focus on a series of positions and statuses which are related to each other and whose occupants are in interaction with each other.¹

Gross, Mason and McEachern studied the role of the school superintendency.² Their study has made an important contribution to role theory in educational administration. The primary focus of the study was on consensus within and between groups in role expectations held for the superintendents position. Some of the main findings of the study were as follows:

- a. There was a definite convergence between groups in role expectations held for the superintendent's position.
- b. Analysis suggested that there tends to be less agreement between incumbents of two positions on items which are of direct relevance to their relationship than there is on items which are only indirectly relevant.

¹Brookover and Gottlieb, op. cit., p. 322.

²Gross et al., op. cit., pp. 140-141.

- c. In defining the division of responsibilities between their two positions, school board members and superintendents would each assign greater responsibility than the other to his own position.

Boss made a study on role expectations held for the intermediate school district superintendent in Michigan. He found that:

Incumbents of the office, board of education members, and recognized knowledgeable individuals hold different and sometime conflicting expectations regarding the various selected aspects of the intermediate school district superintendent's position.

The investigation indicated that potential role conflict was probable in over one-third of the items analyzed.

The greatest divergence of opinion existed in the sub-category of superintendent items. Sixty percent of the items in the participation area indicated a possibility of role conflict. Approximately one-third of the items in both the characteristic and performance categories were classified as potential role conflict areas.¹

Beeman's study of the superintendency showed that superintendents seemed in favor of maintaining their status if they were less mobile, and superintendents were mainly in favor of the hierarchial distance when any dispute or conflict with subordinates existed.²

The role of elementary special area teacher and the elementary consultant were studied by Hoffman. He

¹LaVerne H. Boss, "Role Expectations Held for the Intermediate School District Superintendents in Michigan" (unpublished Doctor's dissertation, Michigan State University, 1963).

²M. Seeman, "Social Mobility and Administrative Behavior," American Sociological Review, Vol. 23 (1958), pp. 633-642.

found that there was inconsistency in role perceptions held for the various roles of elementary special area teacher and the elementary consultant. This divergence seemed more clear among incumbents of the two statuses and persons holding administrative and teaching positions.¹

Review of Turkish Literature

Turkish literature in educational supervision does not have many sources. The researcher found only a few studies which dealt directly with the role of supervisors in the Turkish educational system. One or two additional studies had been conducted or reports prepared which contained indirect implications for supervision.

In Turkish educational history, when the words "supervision" and "supervisors" were first used is not known. In 1869 "Regulations for General Education" included the responsibilities of supervisors who would be responsible to "inspect" the schools. In 1874 "Regulations for General Education" also mentioned a committee responsible for the inspection of all schools, libraries, museums, and publishing houses. It was also the responsibility of this committee to solve problems among personnel and to "punish" those who acted against the regulations.

¹ J. D. Hoffman, "A Study of the Perceptions that Administrators, Elementary Teachers, Consultants, and Special Area Teachers have of Elementary Special Area Teacher and Consultant Role" (unpublished Doctor's dissertation, Michigan State University, 1959).

Su made a study on the old regulation books of supervision. According to him, he could not find any record about when the first book of regulation was prepared and published. In the archives of the Ministry of Education he found a draft of one provisional book of regulations, but he could not find out whether it had been published. Su says that the first complete book of regulations for supervisory activities was published in 1914. This book has 44 articles and explains the responsibilities and duties of the Turkish supervisor as follows:

1. to control whether the regulations prescribed in laws are followed and applied in the educational institutions.
2. to warn the responsible persons to perform the teaching activities according to "scientific education."
3. to encourage the administrators to extend compulsory education.
4. to inspect the teaching procedure and enlighten the teachers.
5. to inspect the general administration and accounting of the schools.
6. to control the behavior and attitudes of education personnel.¹

American educator Ellsworth Tomkins was invited to Turkey to participate in meetings for the reorganization of secondary education. In 1952 he prepared his report covering various aspects of secondary education of Turkey. In his report he said:

¹Kamil Su, "Milli Egitimle Ilgili Eski Bir Teftis Yonetmeligi," Olkucu Ocetmen, Ankara, 1969.

I asked hundreds of teachers and directors of secondary school whether Ministry supervisors were helpful during the supervisory activities. None of them said "Yes.". . . I suppose that the teachers do not believe in the benefit of the applied supervisory methods. Many school directors reported that they did not wish to discuss educational problems with the supervisors.

This is not a desired situation in supervision.

All the teachers of 75 secondary schools emphasized that a "two or three hour visit" of the supervisor is not enough to judge the teacher's performance in the school. They claimed that after supervision there have been no individual conferences with supervisors.

In order to reorganize the supervisory activities in the M.O.E. Tomkins suggested the following actions:

1. Responsibility to promote the teacher should be taken from the supervisors and be given the superintendents and school directors.
2. The concept of "inspection" must be replaced by "supervision" and supervisors must not act as "inspectors."
3. Supervisors should be the helpers of teachers to improve the teaching-learning activities in the schools.¹

Ozgunes in his report on the organization of the Ministry of Education emphasizes the importance of supervisory activities in the educational process. He concedes that the Ministry supervisor usually acts as an inspector only for the faults and deficiencies of teachers. Also he mentions that in modern educational systems the supervisor is expected to be a person who trains the teacher in

¹Ellsworth Tomkins, Turkiye Cumhuriyeti Orta Dereceli Okullarda Organizasyon, Idare ve Teftis, Maarif Basimevi, Istanbul, 1954, pp. 11-13.

service, is not a boss but a guide, is not a fault-finder but helper, and finally is the teacher of the teachers.¹

Bursalioglu in his book writes that in the classical educational organizations (he implies Turkish system) the Board of Supervisors is the most conservative or the least modernized unit. In these organizations the supervisor performs his duties as "the inspector for clerical work or public prosecutor." Therefore he can not spare his time for the evaluation of teachers and the improvement of teaching-learning activities.²

Erturk made a study on the behavior of Turkish teachers. In the study he compared the behavior of teachers in 1960 and 1970.

He asked two questions relevant to the roles of supervisors. While in 1960, 69.23 per cent of the teachers perceived supervisors and school directors as "professional colleagues," in 1970, 48.40 per cent of them had this perception. Another interesting finding was that in 1960, 79.72 per cent of the teachers felt freedom in expressing their ideas against supervisors' suggestions, but in 1970, 70.37 per cent of the teachers felt the same way. It was assumed that in the ten year period there should have been modernization and democratization in supervisor-teacher

¹Mehmet Ozgunes, Milli Egitim Bakanligi, Merkez Teskilati Ozerinde Bir Inceleme. VII. Milli Egitim Surasi Dokumanlari, Milli Egitim Basimevi, Ankara, 1962, p. 19.

²Ziya Bursalioglu, Egitim Idaresi, Kalaba Yayınevi, Ankara, 1967, p. 22.

relationships. But the study shows that in these two aspects of supervision, there had been some inclination toward authoritarianism on the supervisor's side.¹

Ogus made a study among 876 secondary school teachers about "The Problems of Secondary School Teachers." In the study he included six questions about supervision and supervisors. He gathered the following remarks from the teachers. Approximately 65 per cent of the teachers believed that:

- teachers are not evaluated objectively.
- there is no consensus among supervisors about the criteria used in teacher evaluation.
- not having any information about the teacher evaluation report by the supervisor creates insecurity in the feelings of teachers.
- if a teacher is evaluated by the supervisor from a different branch, there will be no professional development on the teacher's side.
- there is a discrepancy between teaching methods taught in teacher training colleges and the teaching methods suggested by supervisors.
- supervisory activities do not help the in-service training of teachers.²

The Board of Supervisors has prepared in the last four years some manuals and handbooks for supervisory activities such as general supervision, class visitations,

¹Selahattin Erturk, On Yil Oncesine Kiyasla Ogretmen Davranislari, Milli Egitim Bakanligi, Planlama-Arastirma ve Koordinasyon Dairesi, Ankara, 1970.

²Ihsan Ogus, "Orta Ogretimde Ogretmenlerin Sikayetleri" (research in the progress for master's thesis, submitted to Hacettepe University, 1971).

regulation and process for inquiries, and supervision of private and minority schools. The Board also prepared and published in 1968 "The Regulations of the Board of Supervisors." Since the contents of these handbooks and manuals will be discussed in detail in Chapter III, there will be no citing of them here beyond the main concepts in supervisory activities which can be deduced from these publications and which reflect the philosophy of the Board:

- the supervisor seems to be the controller representing the central organization.
- although the supervisor is expected to be democratic in his relationship with the teacher, at the same time he performs within regulations which compel him to be authoritarian.
- supervisor is expected to keep a social distance between himself and the teachers.

Summary

To summarize the research findings and the concepts in the relevant literature, several main points can be presented.

First, the establishment and maintenance of satisfactory and democratic relationship among all staff members is considered necessary in modern supervision. Second, modern supervision is conceived as democratic in the most enlightened sense. It is not a laissez-faire action but rather a dynamic, understanding, sensitive leadership role. Third, modern supervision embraces the total school program. Therefore the supervisor must be well trained in various disciplines. Fourth, supervision is not primarily to control or to rate the teacher, but must aim to help.

the teacher in identifying, diagnosing and solving problems and in promoting his professional growth. Fifth, teacher evaluation is an intricate activity in which all aspects of educational activities must be taken into consideration. Sixth, prior to about 1935 in the U.S. and up to 1960 in Turkey the concept of supervision was limited chiefly to inspection and rating, or to direction and enforcement; but since those days there have been some attempts to move the basis of supervisory activities from traditional concepts to modern ones.

CHAPTER III

TURKISH EDUCATIONAL SYSTEM AND THE ROLES OF MINISTRY SUPERVISORS

Introduction

This chapter describes the Turkish educational system and the part which Ministry supervisors perform in the system. A summary of the system of the schools is presented first. Then an overview of the organization of administration is given. This is followed by a section on the training and assignment of teachers. The last sections of the chapter deal with: the definition and status of supervisors, the structure of the Board of Supervisors, appointment of supervisors, their duties and activities and the problems of supervision in Turkish schools.

The System of Schools

The Turkish educational system is a typical centralized organization. The Ministry of Education (M.O.E.) in Ankara has the sole right to make important policies and administrative decisions. The appointment of teachers and administrators, the selection of textbooks, and the selection of subjects for the curriculum are all decided by the central office.

The Turkish school system comprises both public and private sectors. Public education represents the larger share and it is financed by the M.O.E. Although the private sector does not receive any financial allocations from the National Budget, its activities are controlled by the M.O.E. From primary through the university, all public education in Turkey is free. University students might pay a symbolic fee for registration, but in public primary and secondary schools, administrators cannot ask any money from the students.

Primary Education

Primary schooling is the first and only compulsory part of the Turkish educational system. By Law 222, the primary period starts when a child reaches seven years of age. When he completes the fifth grade he receives a diploma which gives him the right to attend middle school (orta okul). Elementary school graduates either go into the job market or continue their education in general middle, vocational or technical schools.

There are three types of elementary schools in Turkey. First there are village schools, usually consisting of one or two rooms with one or two teachers teaching five grades. Eventually, if the school grows to enroll enough students to fill five grades, there will be one teacher for each grade, as in other schools in urban centers. In the 1969-70 school year there were 33,772 village schools, with 80,045 teachers and 3,125,500

students. The school-student ratio was 1/92 and the teacher-student ratio was 1/39.

Secondly, there are city schools, having 1,769,090 students in 3,340 institutions, with 45,371 teachers in 1969-70. The school-student ratio was 1/629 and the teacher-student ratio was 1/39. Great increases in the enrollments in some city schools have been managed only by a system of working two or three shifts. It is a reality that the M.O.E. cannot provide sufficient school buildings to meet the increase in the numbers of pupils, hence, city schools become more crowded day by day.

Thirdly, there are regional boarding schools, which provide elementary and junior high school facilities to students who live in remote and sparsely populated areas, especially in the eastern part of Turkey. In the 1969-70 school year there were 38 regional boarding schools, with 15,522 students. These schools apply the same curricula as the regular elementary schools.

There are also some private elementary schools run by private individuals or companies. These schools receive tuition decided by the M.O.E., and also they are subject to the supervision of the M.O.E.

Secondary Education--First Cycle

Secondary education in Turkey is comprised of two cycles. The first consists of middle schools (orta okul) for general and technical-vocational education. The main

function of the first cycle is to prepare students age 12-14 for the second cycle of secondary education. The first cycle admits students having elementary school diplomas and runs for three years. Those who complete this three-year education, by an examination at the end of third year, are granted a diploma and the graduates are allowed to enter lycee or equivalent technical-vocational and professional schools.

First cycle schools are normally located in or near small towns or cities. However, a few villages do have these institutions. In 1969-70, there were 1892 middle schools with 800,900 students and 13,979 teachers. The teacher-student ratio was 1/57 and the school-student ratio was 1/423. There are some vocational and technical schools in the first cycle of secondary education. Their goal is to prepare skilled laborers and lower level technicians. Since the 1959-60 school year, there has been a trend in the M.O.E. to transform these schools into general middle schools, because the 12-14 age group was considered to be too young for technical and vocational training.¹

At the present time the curricula of these first cycle technical and vocational schools is the same as that of the general middle school, with the exception of 6-10 hours per week of vocational training. There are some vocational schools, such as technical agricultural and

¹Turkey--The Mediterranean Regional Project (Paris: O.E.C.D. Publication, 1965), p. 76.

horticultural schools, health schools for girls, and mid-wife schools, which are not affected by the new policy decision to follow the general middle school curriculum.

Secondary Education--Second Cycle

The second cycle of secondary education generally consists of a three year period. It is in many respects a continuation of the first cycle and the source of supply for higher education.¹ Lycees (Lise) are the prime institutions of this cycle. The educational functions of the lycees are: (a) to provide a general course in the essential "disciplines" as the best training for the development of cultured and moral men and women, and (b) to prepare for the universities.

From the second year of the lycee, the curriculum is carried on in two streams known as "literature" and "science." The science section prepares students for branches of the natural sciences and engineering. The literature section prepares for varying fields of the social sciences and arts. Those who complete a lycee education receive a "Lycee Diploma" which qualifies its holder to enter universities. Second cycle secondary educational institutions other than lycees are not regarded as highly valued schools to attend. It is possible to see from the following table that lycee students comprise 60 per cent of all secondary second cycle students.

¹Ibid., p. 79.

| <u>School Year</u> | <u>Students in all second cycle secondary schools</u> | <u>Lycee students</u> | <u>%</u> |
|------------------------|---|---------------------------|----------|
| 1969-70 | 366,863 | 213,982 | 60 |

At the meetings of the 8th National Convention of Education in 1970, the lycee's functions were discussed and it was decided that lycees should prepare students not only for the universities but also for occupations and vocations according to their abilities.¹

Besides lycees giving general education, there are two more tracks in the second cycle of Turkish secondary education. One of these is "technical institutions," where the duration of education also is three years. Besides some sort of high school level academic work, students in these institutions take more technical courses and do practical shop work.

Today there are several types of technical schools which aim to give students the necessary skills and knowledge for them to become skilled technicians. Most of these schools are for boys, such as boy's technical institutes, building institutes, motor-mechanics institutes, institutes of chemical studies, etc. Although Turkish economic development requires more well-trained technicians, unfortunately the graduates of technical schools more frequently prefer to work in government offices as office personnel. Moreover, the prestige of these schools among parents and students is not very high.

¹Tebliğler Dergisi, 1631, Milli Egitim Bakanligi, Ankara, 1970.

Girls' institutes also exist for the "technical" training of girls after the first cycle of secondary education. The objectives of these institutions are:

- a. to increase the knowledge of girls by giving them general information at the secondary level,
- b. to insure that they are trained as skilled and well informed home-makers and as mothers, as required by an advanced society, and
- c. to prepare them as producers who can earn their own living when necessary.¹

The third track in the second cycle of secondary education of Turkish education consists of vocational educational institutions. These institutions train personnel for various specific fields. Commercial schools, hotel schools, secretarial schools, religious schools and teacher training schools are included here. The duration of education in these institutions may be three or four years. Teacher-training schools are administered by the General Directorate of Teacher Training Schools. There are two types of elementary teacher training schools: six-year schools, which provide a six year course for elementary school graduates, and three-year teacher training schools offering a three year program for middle school diploma holders. Since the 1970-71 school year, these latter three-year schools have become four-year institutions, and students who are admitted beginning with the 1970-71 school year have to attend four years in order to be qualified

¹"Technical and Vocational Education in Turkey"
(Published by Ministry of Education of Turkey, Serial No. D-45, General No. 203, 1965).

as an elementary school teacher. Since the teacher-training schools for elementary are mainly state boarding institutions, lower middle class and village students especially, who cannot afford the educational expenses of high school and universities, prefer attending these institutions. In the 1970-71 school year 238,877 students applied for admission and took the required entrance examinations. Of these, only 17,419 were admitted.

Higher Education

Higher levels of education in Turkey include two types of educational institutions. The first are the universities, and the second are higher colleges.

In the Turkish educational system almost all universities are free and public institutions. They are autonomous organizations and not related to any branch of the government. There are special acts which give them authority to receive money from the National Budget. The Ministry of Education as of 1971 had no power over universities in controlling their administrative and academic activities.

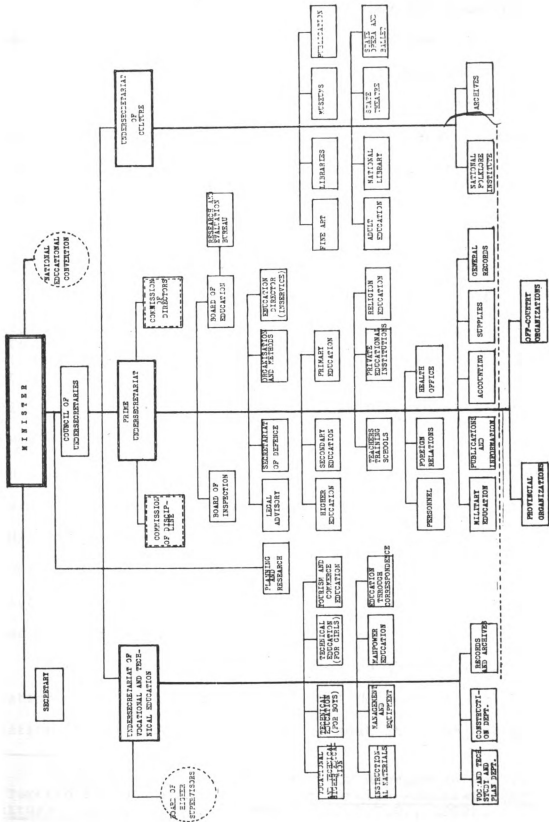
Universities emphasize science and scientific research and are four to six-year institutions. Since the universities admit only lycee graduates and by a nationwide competitive examination, this recruitment policy increases the prestige of lycees as the only gate to a university education.

On the other hand, there are various kinds of public higher colleges where teachers, technicians, and businessmen are trained. The colleges are three or four-year institutions into which lycee graduates, as well as their corresponding vocational or technical school graduates, can be admitted. All these institutions, except those academies which have autonomy similar to universities, are controlled and inspected by the Ministry of Education.

There have been some private colleges established since 1962. These private institutions are subject to control and certified by the Ministry of Education. However, the Turkish Constitutional Court reached a decision in 1971 that existence of private higher institutions is against the constitution. Therefore they must be abolished. How and when these institutions will be closed down is still a question mark today.

Administration

The Turkish educational system is controlled and administered by the National Ministry of Education (M.O.E.). The power and the authority in the decision-making process is mostly concentrated in the Minister, who is a member of the cabinet, and in his Undersecretaries. The authority is more hierarchical than functional. Therefore the Minister makes final decisions concerning the administration of all educational institutions. Consequently every bit of paper work must be signed by either the Minister or one of his Undersecretaries (See Chart I).



In the Ministry of Education one may not observe either a chain or a unity of command. Since there have been three Undersecretariats (general, cultural, and technical) and 25 General Directorates within the structure of the M.O.E., large scale duplications and overlapping of activities among General Directorates has been inevitable.

As Bursalioglu says:

There are large scale duplications among general directorates which consequently fight to invade each other's life space. This frightening proliferation requires departmentalization by function, not by form. Particularly, because of the fear of domination, two undersecretaries (cultural and technical) strive to become independent ministries. This three headed giant can be controlled only through participation in the decision process, and not arbitrary decisions from one head.¹

(Until July 1971 there had been three Undersecretariats in the Ministry of Education. A Ministry of Cultural Affairs was established in July 1971, and the Undersecretary for Cultural Affairs of the Ministry of Education was given to the Ministry of Cultural Affairs. This new Ministry, however, had a short life. In December 1971 it was abolished and the Undersecretary for Cultural Affairs was placed back again under the Minister of Education.)

There are three advisory bodies to the Minister of Education. One of them is the National Convention of Education (Sura) which is supposed to meet at least every

¹Ziya Bursalioglu, "The Need for Reorganization in the Turkish Educational System," The Turkish Administrator: A Cultural Survey (Ankara, Turkey: U.S.A.I.D., 1968).

four years to discuss and recommend main policies for the Turkish educational system. This Convention includes representatives from the Ministry, universities, various school administrators, teachers, and specialists nominated by the Minister. Sometimes it exceeds 300 members.

The second advisory body is the Board of Education, consisting of an everchanging number of members. Since there are no written requirements to qualify for Board of Education, it is up to the Minister to decide who should be appointed. In general, the Board of Education's duties are to examine textbooks, ratify proposed regulations and legislation, and provide professional advice to the Minister of Education on educational and administrative matters.

The third advisory body is the Commission of General Directors, which comprises the various General Directors and department heads of the ministry. This commission deals with the administrative procedures of the schools, the appointment of teachers and administrators, and disciplinary decisions. It is the main decision-making body in the M.O.E.

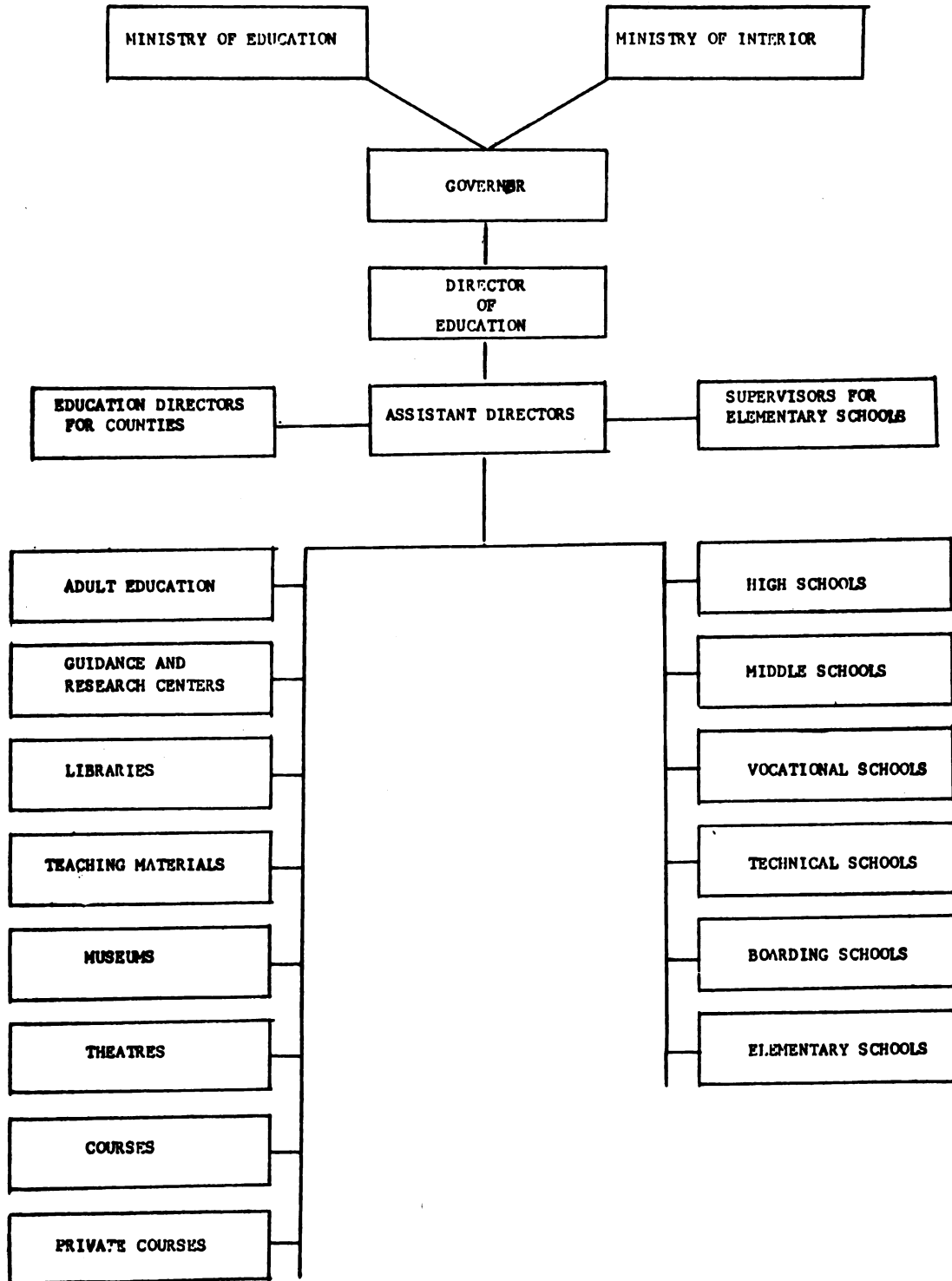
There are three Undersecretaries (Musteshar) who conduct most of the administrative tasks of the M.O.E. They are not politicians, as is the Minister, but appointees from among career educators. One is the Chief Undersecretary, who is responsible for all types of administrative decisions and also for the general education division in the ministry. Another Undersecretary administers all technical and

vocational schools. The third manages such cultural affairs as museums, archives, libraries, theater, dance, and opera.

Provincial organization of the Ministry of Education is headed by the Education Director, who is an appointee of the Ministry of Education. (See Chart 3.2.) Since the governor (Vali) is the chief administrator in the province, the Education Director acts as both an adviser and an assistant executive to the governor. Excluding higher educational institutions, all schools within the province are subject to the control of the Education Director, but because of the centralized nature of the Turkish educational administration, the Education Director actually has little authority to make decisions. Since there are various forms of regulations made by the central office in the M.O.E., the Education Director's function consists of application and interpretation. Consequently he does not have any voice in curriculum nor in the appointment of post-elementary school teachers. He can not hire or fire any teachers or administrators.

Communication between the central office of the Ministry of Education and its branches in the provinces has to follow the regulations of public administration. Law 5442 states that communication between the Ministry of Education and its representative units in the provinces must pass through the governor's office. This process takes time, and therefore the orders of the M.O.E. may not reach a remote school for as much as one whole month.

CHART 3.2
PROVINCIAL ORGANIZATION
OF THE MINISTRY OF EDUCATION



As mentioned before, the organization of the Ministry is highly centralized and seems to suffer from the following problems:

- i) Delegation of authority is not clearly defined: in practice, it is up to the Minister to decide how much authority shall be delegated to lower levels.
- ii) Throughout the system, authority is not commensurate with responsibility.
- iii) Because the organization is heavily centralized, routine work and the decision-making process usually takes a long time.
- iv) Even though many branches of education require a high degree of specialization, there are no provisions to employ "specialists" in the educational administration, or anywhere within the Ministry of Education, for that matter. Every person in the organization is considered to be a teacher and usually paid accordingly.
- v) Educational administration itself may be considered a type of specialization. But, at the higher levels of the hierarchy, one usually does not find specialists but people who merely have had experience at some lower levels of the system.
- vi) So far no serious research has been done to study the deficiencies of the administrative system; it has simply developed by trial and error.¹

Training and Appointments of Teachers

Teacher supply for secondary level schools is provided through three main types of establishments: General Higher Teacher Training Schools, Technical Higher Teacher Training Schools, and Education Institutes.

General higher teacher-training schools supply teachers for general secondary education, and their duration

¹Turkey--The Mediterranean Regional Project, op. cit., pp. 100-101.

of education is four years. Lycee graduates are accepted by a nation-wide competitive examination. Prior to 1959, there was only one general higher teacher training school, and its supply of graduates could not meet the demands of secondary education. Today there are three General Higher Teacher Training Schools and still the demand exceeds the supply. In these three schools there were 1843 students in the 1969-70 school year.

Though the lycee graduates prefer attending the university, generally those students who are not successful on the university entrance examinations or who would have financial difficulties at the university, apply for these institutions. In order to improve the quality of applicants in these institutions, the Ministry of Education made a change in the enrollment policy, which makes it possible to admit elementary school teacher-training school seniors by a special examination.

Also, faculties of literature and science of the universities supply teachers for secondary schools. Graduates of these faculties may be appointed as lycee teachers in their major field if they also complete certain educational training courses, such as educational psychology, sociology and teaching methods.

Technical higher teacher-training schools train teachers for secondary technical and vocational education. These schools are the Men's Higher Technical Teacher Training School, the Girl's Higher Technical Teacher Training School,

and the Commercial Teacher Training School. In these three institutions the duration of education is four years after high school level technical and vocational institutes.

Education Institutes admit lycee and elementary teacher-training school graduates by a nation-wide competitive examination. The graduates of these institutes are qualified to teach in all secondary schools. The main teacher supply for secondary education comes from these institutions, of which there are twelve in number. Eastmond's report shows that in the 1963-64 school year, 63.5 per cent of the teachers in lycees and general middle schools were graduates of education institutes.¹

These institutes may be thought of as normal schools at the level of junior colleges in the U.S.A. Before 1968 the duration of education was two or three years, depending upon the major field. But since 1968 all major fields require three years education, which represents the equivalent of about three years of university work. The general quality of instruction in the schools at large is highly related to the various academic backgrounds of the teachers. As Eastmond in his report says:

There is a great deal of truth in the saying as the teacher is, so is the school. One can infer that where one finds good teachers he will find good schools, assuming that other conditions are reasonably satisfactory. With this idea in mind, a series of measures to assess teacher quality

¹Jefferson N. Eastmond, Teacher Characteristics, Milli Egitim Bakanligi, Test ve Arastirma Burosu, Ankara, Turkey, May, 1964, p. 21.

throughout Turkey would thus reveal the conditions of educational opportunity to some extent. Where the best teachers were found, one could assume the best educational opportunities abound. Similarly, where the less than best teachers are found, one can infer similar educational opportunities.¹

With reference to Eastmond's study, in Turkey there is not a systematic program for credentialing teachers. Therefore in the Turkish school system one can find various kinds of teachers in terms of their backgrounds, years of training and quality. Kazamias emphasizes this problem:

. . . There are certain basic qualifications that a teacher must possess before teaching in the various levels of schools. However, because of the tremendous teacher shortage which has resulted from the expansion of the system, several stopgap measures have been adopted from time to time and people with less than adequate qualifications were licensed to teach.²

Though the appointment of teachers is not directly tied with the licensing terms, it is possible to see some tendency to appoint more regular and apprentice teachers. They tend to be more adequately prepared than other teachers, who may be temporary, or substitute teachers, or those who become teachers by transferring from other occupations.

It is believed that secondary school teachers preferably should be university graduates or have equivalent preparation. Eastmond's study shows that only 23.8 per cent of such teachers in general middle schools and high schools had this level of preparation during the 1963-64

¹Ibid., p. 1.

²Andreas M. Kazamias, Education and the Quest for Modernity in Turkey (University of Chicago Press, 1966), p. 155.

school year. From the sampling of secondary teachers in our study, it has been found that in the 1970-71 school year 24.67 per cent of the teachers in the secondary schools of Turkey had a university degree or equivalent.

There appears to be some tendency in the findings of Eastmond's study that higher percentages of university graduates are to be found in the larger cities, especially in the northwestern provinces (Istanbul 40.6%, Ankara 30.9%, Tekirdag 29.2%). At the same time southeastern provinces have the lowest percentage of university graduated teachers. Three of these provinces (Adiyaman, Hakkari, Mus) did not have any in the 1963-64 school year. As an example of this tendency in the school year 1970-71 there were 139 university graduated chemistry teachers in the public schools of Turkey, and a remarkable 40 per cent of all these teachers were employed in the two largest cities alone, Ankara and Istanbul.

The retention of teachers in the western provinces seems higher than in eastern provinces. This creates a kind of "teacher brain drain" in favor of western provinces. Newly graduated apprentice teachers are forced to go to the eastern part of Turkey by application of a "lottery system" in which every teacher draws the name of a school where there is a vacancy. Since the vacancies and higher demand for teachers are concentrated in the deprived towns or cities of eastern provinces, the probabilities are high that a new teacher will be assigned to one of these

areas. Most of the teachers are reluctant to stay in these provinces for long periods and they search for whatever possibilities they can find to be transferred to western provinces.

The apprentice teacher issue therefore poses another problem in staffing secondary education in Turkey. According to Eastmond's study, Turkey's mean in the profession for regular lycee teachers is 79.6 per cent which means that approximately 20 per cent of the teaching staff is provided annually by apprentice teachers. The percentage of apprentice teachers is higher in the small and underdeveloped provinces of the eastern Turkey. In Erzincan, Siirt, Urfa and Kara provinces over 50 per cent of the teaching staff of lycees in the 1962-63 school year consisted of apprentice teachers. In the general middle schools the situation is worse. In the five eastern provinces Hakkari, Bitlis, Agri, Mus and Adiyaman the apprentice teacher percentage exceeds 85 per cent. As a result of this instability in teaching staff, inexperienced teachers and shortages of teachers affect the quality of instruction especially in the schools of eastern provinces.

In the Turkish secondary schools the teacher's task is unbelievably overburdened. Therefore as Kazamias points out:

. . . his teaching is likely to suffer from the heavy demands made upon his time, the size of classes, and the physical environment within which he is forced to perform his services. Teachers are overburdened by extracurricular activities and grading of examinations; and they often find themselves

in poorly equipped and overcrowded classrooms. In several schools visited by the writer, it was not uncommon to find sixty, eighty or more students squeezed together in threes or fours on benches fit only for two. A constant complaint of teachers and administrators was that classes were too big for any good teaching or learning to take place; and sometimes schools operate in double shifts.¹

In the eastern part of Turkey and in the rural areas, transportation and communication facilities to the larger cities are scarce and professional publications, libraries and teaching materials are not available when teachers want them. Therefore, teachers may feel somewhat compelled to teach through traditional methods and to utilize only their own knowledge and experience which was usually gained through the teacher training institutions some years earlier. Routine teaching method does not fit the objectives of the secondary schools curriculum. Hence many teaching activities might be presumed to be wasteful. Kazamias in his study of Turkish teachers' teaching methods states the following remarkable observation:

Foreign observers, especially Americans, have frequently commented on and criticized what seemed to be highly formal and rigid classroom atmosphere, where no free discussion takes place, where teachers control and direct most classroom activities and where pupils memorize and merely recite what they have learned from their textbook. At the lycee level in particular, instruction is in the form of lectures by the teacher and recitation by the students.

Although teachers have recently been urged or pressed to adopt what is called an 'active method' of teaching and hence to allow for a greater interchange of ideas in the classroom, this does not

¹Ibid., pp. 157-158.

seem to have occurred because of overcrowded classrooms and lack of appropriate training on the parts of the teachers.¹

There are not many facilities and opportunities for teachers if they want to improve their professional knowledge and the effectiveness of their performance. Although the Ministry of Education organizes some in-service courses for teachers to help them to attain new educational knowledge and innovations, only a small number of teachers is selected to attend these activities, which last fifteen days.

Also, except for the Faculty of Education of the Ankara University and the Education Institute of Hacettepe University, other universities and higher educational institutes do not offer graduate courses for teachers.

There is no qualified educational publication especially prepared for teachers to inform them of such new professional practices as student evaluation, teaching methods, guidance in schools, use of audio-visual materials, on laboratory techniques.

Under these circumstances the Turkish secondary school teacher seems to be a lonely and helpless person in his task. When he graduates from the school where he receives his professional training, if any, he is expected to perform his task successfully despite overcrowded classrooms, lack of teaching materials and educational publications (even resource books) uncomfortable physical

¹Ibid., p. 155.

environments, and not uncommonly (in view of his salary expectations) financial difficulties as well.

In the educational system there would seem to be one person--the supervisor--who might help the teacher to overcome these difficulties and problems.

In the 1970-71 school year there were 31,458 teachers in the public secondary schools and 7,233 in private secondary schools.¹ Including both public and private secondary schools, a total of 38,814 teachers therefore were subject to be supervised by 110 ministry supervisors for the purposes of improvement of educational activities. In following sections of this chapter the question of whether the supervisors can perform their role by helping the teacher professionally will be discussed in more detail. But obviously on the face of it, the ratio of teachers to supervisors is enormous--approximately 350 to 1.

Definition and Status of Supervisor

Since the American educational system has its own decentralized structure, the definition of supervisor might vary, not only from one state to the other, but even within one state from one city to the other. Although it is possible to find numerous definitions, here a very common will be preferred.

¹Ministry of Education, Planning, Research and Coordination Office, data published in 1971.

"The Supervisor is the person who assists all certified and classified personnel in educational activities toward the improvement of learning and teaching procedures in the school."¹

In some school systems this job may be done by principals while in other school systems coordinators and consultants perform the same assistance. Therefore in some school systems "supervisor" and "consultant" might have the same meaning and function. In one survey it has been found that there are over seventy titles for the supervisory job in the American school system. Nevertheless all aim to help the teacher develop a better teaching-learning atmosphere in the classroom.

The Turkish educational system is a highly centralized organization. Central government has the right to decide main policy and administrative decisions. The Minister is the highest administrator and has the last word in education. Therefore even the definition and responsibilities of supervisor are defined by the M.O.E. The word supervisor, "Mufettish" in the Turkish language, implies an inspection function more than the meaning in English. It can be said that the best translation of Mufettish into English is "Inspector." Mufettish means the person who inspects, controls and directs an organization on behalf of the Minister of Education.

¹Wiles, op. cit.

There are two types of supervisors in the Turkish educational system. The first is the elementary school supervisor whose job is to control the elementary schools grades 1 to 5 within a prescribed province. The second is the "Ministry supervisor" whose job is to inspect and control secondary schools grades 6 to 11 and all other educational institutions excluding universities. The latter can supervise the activities of the elementary school supervisors whenever it is necessary. In this study when the word "supervisor" is used it is meant the "Ministry supervisor" who performs his job on behalf of the Minister of Education.

The Ministry supervisor has very high status in the Turkish hierarchical structure. He has the authority to visit any school, supervise any teacher, any time of the year, according to a prepared activity program, which should be ratified by the Chairman of the Board of Supervisors. He is the "controller" of every individual: Director of school, teachers, clerks, and even janitors. This authority secures him a high status in the administrative hierarchy.¹

This high authority and status of the supervisors was inherited from the old French system in which supervisors dominated and controlled all of the educational personnel.

¹Milli Egitim Bakanligi Teftis Kurulu Yonetmeligi, Milli Egitim Basimevi, Ankara, 1968, Article 1, p. 10.

As early as the beginning of the 17th Century Western European influence, especially the French, has been seen in the Ottoman culture. This influence continued until the U.S.A. began to have close relationships with European and Middle East countries. After the Second World War, the U.S.A. increased her relationship with Turkey in technical, educational and economic fields. This relationship developed almost to the point of a major transition from one foreigner influence to another.

In the 19th Century there was a rapid westernization in Ottoman society. Ottoman leaders, especially those educated in France, looked to France for inspiration and guidance for desired reforms. The French, anxious to strengthen their political and cultural influence in the Middle East, provided needed advice and services to Ottoman leaders. Consequently in the field of education, since the only source for advisory ideas was French advisors, the French system of education was copied completely by the Turkish administrators. Thus the French system of supervision was introduced into the Turkish educational system.¹

The French influence continued until 1950, and the autocratic technique of supervision has remained the same way. Only after 1950 did Turkish educators begin to accept American educational philosophy and principles, in

¹Kazamias, op. cit.

which more democratic human relations between teachers and supervisors are emphasized.

But still today it is possible to see the residue of autocratic French attitudes among most of the Turkish Ministry supervisors. Even some of the supervisors who believe in the necessity of friendly and democratic supervision are handicapped in building close relationships with teachers by the regulations of the Board of Supervisors. For example, the Ministry supervisors must:

- a. not publicize their exact duties and the names of the places to which they are assigned.
- b. not be involved with any of the administrative functions of the institutions which they are inspecting.
- c. not put any marks, corrections and explanations on the records and other official office papers except those marks indicating that those papers were inspected.
- d. not publicize any of the findings they made during their supervisory activities.
- e. not be house guest to those persons whose duties and performance are to be inspected, and/or borrow any money and engage in any business interactions.¹

As can be seen from the above regulations Ministry supervisors must not have close relationships with the teacher. In the American educational system, the supervisor maintains no more than a small social distance between himself and the teacher and maintains the position of a friendly helpful advisor on both personal and professional matters. In the Turkish system the situation is different.

¹Milli Egitim Bakanligi Teftis Kurulu Yonetmeligi, op. cit., p. 22, Article 38.

Structure of the Board of Supervisors

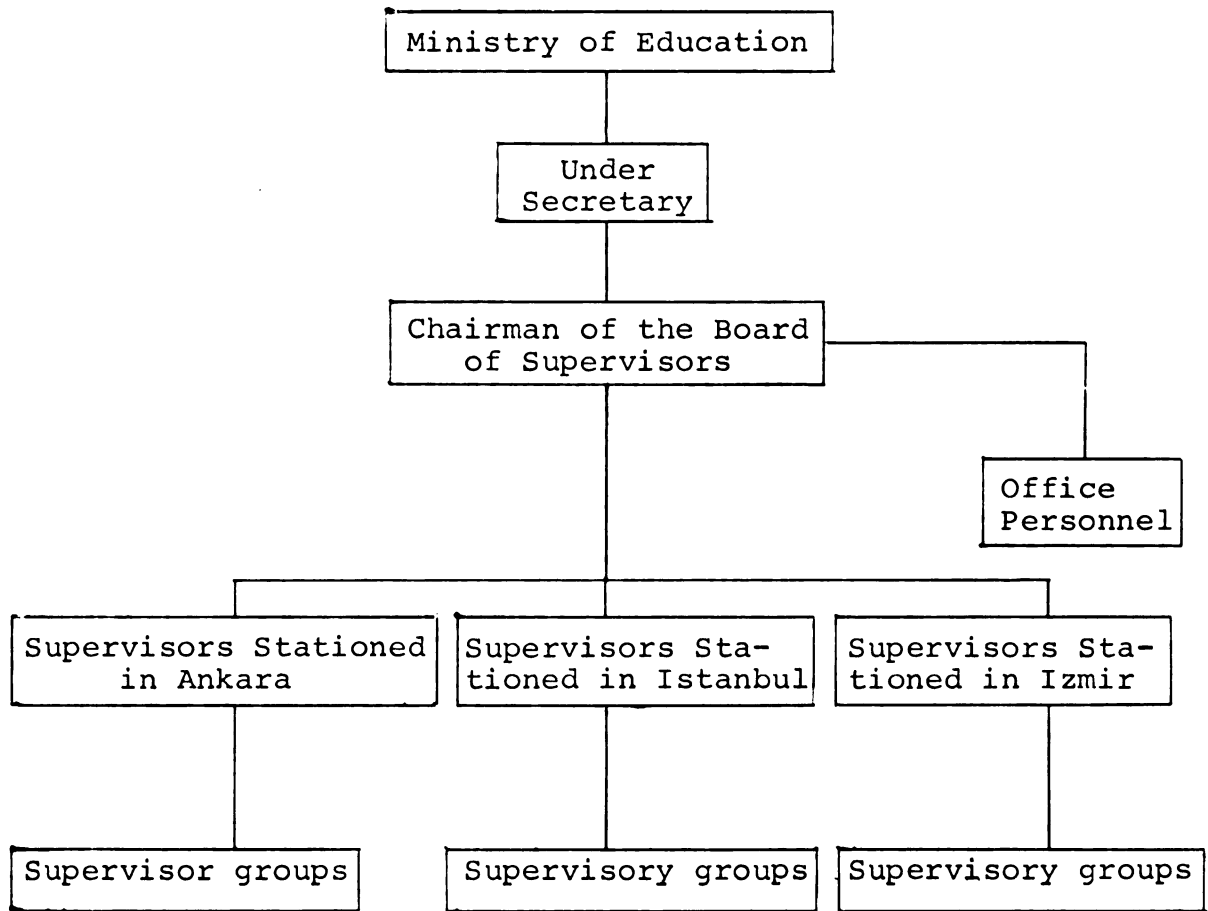
The Board of Supervisors is formed by one Chairman and a number of supervisors, all of whom are appointees of the Ministry of Education. The Chairman of the Board is responsible for carrying out the duties of the Board to the Undersecretary and the Minister of Education.

Ministry supervisors are classified according to their salary scales. A Supervisor whose salary level is 100 according to the scale of the Turkish salary system is called "Ministry Head Supervisor." Others are called just "Ministry supervisor." The first has higher status and more experience in educational fields than the latter.

Ministry supervisors are stationed in the three largest cities, Ankara, Istanbul and Izmir--and travel all over Turkey in groups of four or five persons, sometimes more, during their supervisory tours. (See Chart 3.3.) There are no prescribed regions or provinces for any of these groups and stations. Any supervisor can be assigned to any activity anywhere in Turkey any time of the year. Annual supervisory activity programs are prepared by the Chairman of the Board and sent to the supervisors.

The supervisors, under the leadership of the more experienced supervisor in the group (generally a Ministry head supervisor), perform their program in which the name of the province(s), institutions and the educational personnel are prescribed. The formation of the supervisory

CHART 3.3.--Structure of the Board of Supervisors.



groups is made up to include supervisors from the various subject matter fields.

Appointment of Supervisors

In the "Regulations for the Ministry of Education Inspectors," which is one of the publications of the Ministry of Education and established by the Government of the Grand National Assembly of Turkey on 23 April 1920, there was no information concerning qualifications for appointment to the position of Ministry of Education Supervisor. Later, in the "Regulations Concerning the Rights, Responsibilities and Duties of the Ministry of Education Supervisors," which were approved on 17 October 1926, qualifications for appointment as a Ministry of Education Supervisor were specified under the following four items.

The Ministry of Education Supervisors:

- a. Should not be younger than 30 years of age.
- b. Should know one of the Western European languages (English, French or German) to such a degree that he can translate a book (into Turkish) in his specialized field.
- c. Should be a graduate of a university or higher school.
- d. Should have taught a period of five years continuously in one of the secondary education institutions.

The above four requirements made possible the selection of Ministry of Education Supervisors who, by and large, were experienced, university-level educated teachers, who were familiar with secondary schools, and who knew a western language well enough to follow developments in their

fields through foreign publications. The specification of a foreign language qualification, however, does not necessarily ensure its application. To what extent it was applied is not known.

In the 26th Article of the Central Organization Act of the Ministry of Education, accepted by the Turkish Grand National Assembly on 1 June 1933, qualifications for appointment as a Ministry Supervisor were respecified, and the requirement "to know a foreign language" was eliminated. It was replaced by a requirement "to be a specialist in one branch of science and education." In 1945, Law number 4737 changed the phrase, "to be a specialist in one branch of science and education," to read, "to be a specialist in one branch of science, education and arts."

In the year 1954 by means of the law numbered 6389, the qualifications for becoming a Ministry supervisor were reduced to three requirements which are still in effect.

In today's Turkish educational system, the following characteristics are required for appointment as a Ministry of Education Supervisor:

- a. To be a graduate from a university or higher school.
- b. To have taught at least eight years in secondary and/or higher schools, and within this period to have worked at least three years as an educational administrator.
- c. To have demonstrated superior achievement in both fields (i.e., teaching and administration).

Generally, when more supervisors are needed, a list of candidates fitting the above requirements is prepared by

the Chairman of the Board of Supervisors. Names of candidates may be obtained from the Office of the Minister, from the Ministry of Education Supervisors and from the Chairman of the Board of Supervisors from their personal files. Particular attention is paid to whether the supervisor candidates had ever displayed any dishonorable behavior, or engaged in activities that diminished the dignity of the profession. Persons inspecting Turkish educational institutions in the name of the Minister of Education should be perfect according to values of the Turkish society.¹ The list of supervisor candidates, along with comments of the Undersecretary, is presented to the Minister of Education. The Minister of Education has the Chairman of the Board of Supervisors prepare a decree of appointment for the persons he selects from the list of candidates. After this decree is signed by the Prime Minister and the Minister of Education, it is presented for confirmation by the President of the Turkish Republic. After being signed by the President, a copy of the appointment decree is published in the Official Gazette and the new Ministry of Education Supervisor begins his duties.²

¹Also, the political situation (political activities and opinions) of the candidate is investigated by the National Intelligence Organization and a decision is made whether secrets of the State can be trusted to him.

²The fact that the appointment decree of the supervisor must be signed by the President of the Turkish Republic is the best indicator of the high place given to the function in the official hierarchy.

As can be seen from the above explanation, it is not an easy task to be appointed as a Ministry of Education Supervisor. First, at least eight years of successful teaching experience is required, of which at least three years should be successfully served in an administrative capacity. The requirement of three years administrative experience deprives many successful teachers who dislike administrative work, of the chance to become a Ministry of Education Supervisor. If one defines supervision in the modern sense as "to assist teachers to be more effective in their educational and teaching activities," it might be advisable to give the opportunity of becoming a Ministry of Education Supervisor to those who may not have performed administrative duties, but who have been outstandingly successful in the classroom, and who can be an effective guide for other teachers.

In addition, there are educators who have worked many years as primary school supervisors, and superintendents of schools in provinces, who cannot qualify as Ministry of Education Supervisors because they have had no opportunity to teach in secondary schools (item b above).

Furthermore, there are persons who meet all of the above requirements but may not be appointed as Ministry supervisor because of political pressure and favoritism. The fact that a few persons without outstanding records in education and teaching activities have nevertheless been

appointed as Ministry supervisors creates questions in some minds and strengthens the idea that appointments to the Board of Supervisors are not always made in accordance with objective criteria. This damages the prestige of the Board of Supervisors in the eyes of teachers.

Duties and Activities

According to the Regulations of the Board of Supervisors the duties of the Ministry supervisors are various:

- i. to inspect all organizations and institutions which are by rights to be inspected by the Ministry of Education.
- ii. to carry out investigations for measures to be taken concerning the performance of these organizations.
- iii. to carry out services to assist the administrators, teachers and other personnel to develop their skills in educational activities.
- iv. to carry out investigations on personnel, administrative and educational problems when deemed necessary.

Since it is ordered in the Regulations of the Board of Supervisors to carry out the above duties, the following measures also have to be considered during the supervisory activities.

- a. The principal goal of the supervision is to be sure that the national goals are being followed in schools, that the Turkish culture is being advanced, and that the generations are being raised as positive thinkers, and industrious individuals.
- b. Considerable attention should be paid to the progress of the cultural and educational institutions and it should be ascertained

that all the educational personnel work with a sense of duty and desire.

- c. The Board should work as a liaison between the administrators and the public on the one hand and the Ministry of Education on the other, concerning the cultural and educational policies of the Ministry.
- c. The Board also works as a liaison between the school and the parents concerning the understanding, respect and friendliness that parents should have for the school personnel and teachers.
- e. The Board should work as a liaison between the Ministry and other educational and cultural organizations, especially informing the Ministry on the needs and desires of the public.

During the supervisory activities supervisors must find out whether

- 1. Turkish national educational goals are being carried out.
- 2. The goals which have to be carried out are realized.
- 3. There are diversions from approved methods and goals. If it is so the supervisor must search out the causes of these diversions and provide the necessary guidance to lead them in the proper direction.¹

In the Turkish educational system the Ministry supervisor has four functions:

- a. He is a controlling and helping person to improve teaching-learning situations in the classroom, as an educator.
- b. He is a controlling and helping person to improve the administrative process of the school, as an administrator.
- c. He is a judiciary person to solve the conflicts among teachers and administrators, as a judge.

¹Ibid., Article 3, p. 11.

- d. He is a searching, inquiring person, to improve all educational activities, as a researcher.

In order to perform the above duties, the Board of Supervisors employs 110 Ministry supervisors and does the following kinds of activities:

- I. General supervision.
- II. Classroom (teacher) supervision.
- III. Examination supervision.
- IV. Investigation and inspection of the newly established private or public educational institutions.
- V. Inquiries.
- VI. Research.

As outlined above the Board of Supervisors is responsible to control, to evaluate and to guide all educational personnel and institutions by means of these six different types of activities.

In order to give a clear idea about these six types of supervisory activities it seems necessary to explain each of them one by one.

I. General Supervision

General Supervisions are conducted by a group of supervisors during which the following areas are investigated or supervised. All schools, offices, bureaus, and institutions which are attached to the Turkish Ministry of Education are inspected in terms of

- by-laws and the regulations of the offices
- educational and administrative activity programs

- decisions taken by the administrators
- application of the laws and regulations
- activities, abilities, productivities success, innovations of administrators, teachers and other personnel
- organization's relations with the community and its influence on that community.

In addition to the above aspects during general supervision the previous supervision reports should be controlled as to whether or not the previous mistakes were corrected and/or the suggestions made by the previous supervisors were followed.

During the general supervision of the provincial Educational Offices of the Ministry of Education, supervisors do not just supervise the office activities but also supervise the general activities of the organizations and institutions attached to that office, the positive influences of the provincial education director on these institutions, and the activities of the elementary education supervisors. The physical facilities of the educational institutions are also supervised.

As can be seen from the above information, general supervision could be named as "administrative supervision," since it deals with the administrative process and activities of the educational organizations.

Every school year an activity program for the Board of Supervisors is prepared. Although it is impossible to supervise all 67 provinces every year, a number of provinces is selected for general supervision. Of course in this

selection the following factors are taken into consideration:

- the number of teachers and institutions of the provinces
- the number of years since the last general supervision.

Naturally the numbers of the provinces for general supervision varies from year to year. For example in the school year of 1966-67 and 1969-70, 28 and 12 provinces were supervised respectively.

Supervisors assigned for the general supervision of a certain province go to the province as a group in which one of them would be head of the group.

Usually general supervision tours (called in Turkish "turne") take 20-35 days according to the size of the province. When the group of supervisors arrive in the province the head of the group visits the governor (Vali) to submit his credentials and the general outline of their activity program.

The group of supervisors after visiting the office of Provincial Education Director prepare a supervisory program to evaluate the whole educational system of the province. Since the general supervision is a process of evaluation of the whole educational system of the province it might include the other five types of supervisory activities mentioned above. The head of the group assigns the supervisors for various activities, according to their field of speciality. Some of them might be responsible

just for investigation or administrative procedures while others would be making classroom visitation for teacher evaluation. If there were no branch supervisor for a certain branch in the group, this job could be given to the other supervisors whose branches are closely related. Then the group starts its supervisory activities according to the regulations prescribed and defined in the supervisory manuals.

In order to provide unity in the general supervisory activities the Board of Supervisors prepared a manual of principles of Institutional Supervisory activities (Muessese Teftislerinde Dikkate Alinacak Esaslar) in the year 1969. In this manual the principles which would be taken into consideration during the general supervision in 18 different types of educational institutions are explained.

In the manual 120 factors are mentioned for the supervision. If they were grouped there are at least 23 main groups of activity which must be controlled, investigated and supervised in the general supervision of the institutions. These are as follows: General principles, building facilities, personnel, health services, files and bookkeeping, boarding facilities, teaching situations in the schools, educational facilities, needs of schools, administrative personnel, student files and records, personnel files and records, accounting, student admission and transfer discipline in the schools, teachers meetings,

personnel evaluation, administrative process, libraries, museums, revolving funds, audio-visual aids in schools, etc.¹

At the end of the supervisory tour supervisors write a general report about the educational activities which had been supervised in the province. This general report contains many individual reports covering various educational activities. The head of the group sends these reports directly to the Board of Supervisors. The Office of the Board evaluates the reports and forwards the copies to the concerned General Directorates to which the provincial schools and institutions are attached.

Final evaluations of the reports are made in the concerned General Directorate office. The section director who is responsible for the evaluation of the reports summarizes the reports and sends them to the schools and other provincial institutions by an order that the suggestions made by supervisors must be followed. Also he makes the necessary arrangements within the General Directorate in order to solve the problems which were observed during the general supervision.

Copy of the report sent by the general directorate office to the school or the institutions is "glued" to the supervisory file (Teftis Defteri) of the school for the future control of the next supervisor who would be checking

¹Muessese Teftislerinde Dikkate Alinacak Esaslar,
Milli Egitim Bakanligi, 1969.

whether the previous supervisors' suggestions were followed or not.

II. Classroom Visitation or Supervision of Teachers

It may be that evaluating the teacher's performance by classroom visitation is the most crucial problem of educational supervision. This activity is one which has been in operation for years for the improvement of teaching.¹ It is the most frequent supervisory practice employed today in the Turkish educational system.

In the Turkish educational system supervision of the classes or teacher supervision are conducted during general supervision or at separate times, during which the educational abilities of the teacher, his attachment to his profession, his work, his method, his ability, application of his method, the educational levels of the students, and the effects of classroom activities are all evaluated.

Evaluation is not limited only to the classroom visit. It also includes the degree to which the teacher applied his annual study plan, his ability to prepare questions, his written examinations, homeworks, and his corrections of these papers, his ability to be creative in laboratory and classroom, his success in encouraging individual efforts, and his in and out of school activities.

¹J. Minor Gwynn, Theory and Practice of Supervision, (Dodd, Mead and Company, 1969).

As a matter of fact the supervisors are expected to evaluate the teacher as a whole, by taking into consideration all of the variables mentioned above, in a single visit of at least two hours. Since the supervisor has many teachers to supervise in a certain time he cannot spend more than two hours time for one teacher. If he has doubts about his judgment he may visit the teacher once or twice more, but it is not a common practice to do so.

Since the efficiency of this kind of evaluation will be discussed later, the author's intention now is to describe the existing practices of teacher evaluation by supervisors in the present Turkish educational system.

It is possible that no area of supervision has been discussed in greater detail with more conflicting opinions than the procedure that should be followed during classroom visitation. Literature for educational supervision is full of various methods for this practice. As Neagley and Evans mention, rather commonly held beliefs by the authorities about classroom visitation techniques contain the following suggestions:

- the supervisor should carefully prepare for each classroom visit.
- the visitor should enter the classroom as unobtrusively as possible
- the supervisor should not participate in the activity in progress
- a conference should precede the visit
- a conference should follow the visit

- notes for use in the conference should be kept of each extended classroom observation, but they should not be made during the visit without the approval of the teacher.
- the observer should concentrate on the total learning situation.
- the supervisors should attempt to discover the strong points in the learning situation.
- during the visit, the supervisor should not in any way show disapproval of what is happening in the classroom.
- the supervisor should make a complimentary remark before leaving the classroom.¹

Of course every suggestion above has some merit under certain conditions, but each must be followed intelligently according to the circumstances.

In the Turkish educational system, a Ministry supervisor who is assigned to supervise a number of teachers goes to the school where the teacher works. At first the supervisor is expected to visit the school director for informing him about the goal of the visit. Since the supervisor had been given the name list of the teachers who would be supervised, he meets the teacher and gets acquainted with him. He also informs the teacher that he is going to visit his classroom. Generally he goes to the classroom with the teacher and he sits among students, usually on the back row of the desks. While the teacher teaches his subjects he observes the classroom. Usually the supervisor does not interfere with the teacher

¹Neagley and Evans, op. cit., pp. 127-128.

while he is teaching. He is not expected to do so. The author's interviews with the teachers showed that sometimes some supervisors interfere with teachers and they start asking questions to the students or taking over the teaching process at the middle of the class hour.

The supervisor observes the teacher's performance in terms of the following aspects.

a. The qualities of the teaching:

- preparation
- fitness to the program
- using teaching materials
- kind of teaching method he uses and motivating the students for individual activities
- students' performance level and their degree of development

b. The qualities of the teacher:

- his competency in his subject matter area
- his attitude and behavior in the classroom
- neatness in his work, attachment to the profession
- dealing with students
- his effectiveness in providing discipline in the classroom
- his ability to choose the topic for students' homework and correcting them
- laboratory activities or field work he does
- field trips for searching and investigations
- his success in dealing with problems of the students who were given him for guidance

- his degree of success in the student council activities (if he is assigned)¹

After the class hour the supervisor is expected to have a conference with the teacher. Usually Turkish supervisors perform this job. But there might be some exceptional cases, as interview results with the teachers showed that some supervisors did not have the final conference with the teachers. As one teacher said:

"He did not say any single word whether I was successful and/or I made some mistakes during the teaching. Just he said a good-bye and left the school. I still wonder what he wrote in my report."

After classroom visitation the supervisor prepared his written report according to the structured form in which the value of teaching and the value of the teacher is asked in detail. He also includes in the report the following information about the teacher:

- report number
- the name of the school
- date of supervision
- teacher's name and his number
- his background and subject field, grades he teaches
- his salary
- weekly class hour
- class hours he taught or did not teach in the last three school years

¹Ogretmenler ve Ogretim icin Teftis Formu (D), Milli Egitim Bakanligi, Teftis Kurulu Baskanligi.

- supervised field and class
- the name of the book which students follow.

The supervisor in his report gives a summary of his observation and makes an evaluation of the teacher's performance as very good (pek iyi), good (iyi), average (orta) or poor (zayıf). He sends his report directly to the Board of Supervisors. It is interesting to note that the teacher cannot get a copy of the report. Therefore he will never know what the supervisor wrote about him in the report. Since this report can affect the future promotion and professional development of the teacher, it is believed that the teacher should get a copy of the report. If he knows where he stands according to the evaluation scale of the supervisor he can prepare himself intentionally for future educational activities. Also the report could be used as a guiding device for teacher development.

In order to provide a unity in classroom visitation and evaluation of teachers the Board of Supervisors in 1967 organized a seminar in which the common principles of classroom visitation were decided. These principles were published as a manual book for the use of supervisors.¹

Publication of this manual could be seen as a valuable step in the development of supervisory activities. But a review of the book reveals some deficiencies in the content and discrepancies among the common principles of various subject fields.

¹Ders Teftislerinde Dikkate Alınacak Ortak Esaslar, Milli Eğitim Bakanlığı, Teftis Kurulu, 1967.

a) Since the principles were decided only by supervisors it is possible to sense a bias in the book. It would have been better if teachers, university professors, and other educators had participated in the preparation of the book.

b) Since the distribution of the book is restricted only to supervisors, teachers do not have any chance to know what the principles and criteria are in the teacher evaluation procedure.

c) In the content of the book only the inspection aspect of supervision is emphasized and the guidance aspect is neglected. Therefore what the supervisors should look for in teacher evaluation is clear, but there is no idea about how the supervisor should evaluate the teachers. Consequently the book could be used as a check list for teachers' performance evaluation.

As may be seen from the following examples from supervisors' reports, evaluation criteria are vague and decisions are made only according to the supervisor's personal views.

Report I

Turkish Literature Lesson

Duration: 3 hour supervision

During the supervision the following observations were made concerning the teacher's performance.

In Class 4/F, the previously selected topic "Discussion" was read by the students and discussed by everybody. The students participated in discussion by mentioning the rules of discussion and the ways and which they are applied. The teacher made evaluations of the topic at the end of the class period.

In Class 6/F T. Fikret's famed poem "Sabah Olursa" was presented by the teacher successfully and students showed lively interest in the poem. Upon reciting the poem well, the teacher emphasized the national feelings of students and what it means to be an idealist in serving the country. In the other hour the teacher recited another poem by the same poet called "Han-1 Yagma," followed by class recitation and interpretation. The teacher related the emotions of the poem to the culture of the students.

In addition to above the teacher gave a memorable day to his school on the 50th anniversary celebration of the adoption of our National Anthem by lecturing on the school grounds on the War of Independence, the meaning of independence, on Ataturk, and by reciting the National Anthem by heart. He even made his students and others in the audience weep with emotion.

The students' level is above average. The teacher's preparation of his topics, his authority, his character, his evaluation of the written examinations, his ability to give his students a love for reading, his establishing a class library, and especially his lively portrayal of the adoption of the National Anthem by the Grand National Assembly and his bringing out the national feelings were all EXCELLENT and he deserves the commendation of our Ministry. Further he deserves a promotion.

Supervisor

(surname and signature)

Report II

Geography Lesson

Duration: 1 hour supervision

Teacher seems competent in his lesson. Her work fits the regulations and laws. She used maps in the teaching process, but she did not use other teaching materials (such as globe, outline maps). She does not motivate the the student for active participation. Students are average. Psychological atmosphere of the classroom is permissible. Her discipline in the classroom is good. The questions for written examinations fits the level of students. Homeworks are given by a classical method. She makes the necessary corrections on the homeworks. She does not have a plan for field trips.

According to the above situation this teacher is evaluated as "good" and she deserve promotion.

Supervisor

(surname and signature)

Report III

Mathematics and Natural
Science Lesson

Duration: 2 hour Supervision

During the supervision the following observations were made concerning the teacher's performance:

The teacher did not prepare any teaching aids for his subjects. Subjects covered lag behind the annual plan of instruction. (The teacher was transferred to this school recently.) The teacher's supervision of blackboard illustration and his manner and discipline were good. The students' apparent inability to prepare assigned tasks may result from the teacher's apparent lack of follow up on instructions. The teacher attempted to approach the subjects with his old knowledge, subsequently did not make new preparations and plans. He gave great importance to the question-answer method. In relation to the above the teacher was not cooperative in answering students' questions, did not pay much attention to homeworks and did not evaluate written examinations with care. Hence the teacher did not conduct laboratory exercises.

During the consultation with the teacher he was counselled that he should start using laboratory exercises, prepare students for daily activities, encourage them to prepare homework, and become more involved in student activities.

Results and Personal Opinion:

The teacher only emphasizes the teaching of subjects in the classroom. Even on this matter he is not effective *visa vis* the students. His performance was judged to be AVERAGE. There is no reason why he should not be promoted.¹

Supervisor

(surname and signature)

Up to this point it is clear that preparation of teacher evaluations on the basis of classroom visitation is the main and nearly exclusive supervisory technique used in evaluating the teacher's performance or in trying to help

¹These reports are selected from the supervisors' file in the Board of Education. In order to secure anonymity, names were excluded from the translations.

him to promote the teaching learning procedure in the school system. The value and effectiveness of this practice will be discussed in greater depth later in this study, where it will be the intention of the researcher to discuss together all the several supervisory activities of the Board of Supervisors.

Supervision of Examination

Twice a year, once at the end of school year which is in June, and once during the "examination completion"¹ time in September, Ministry supervisors supervise all examination activities in the Turkish secondary school system.

According to the foreword by the Head of the Board of Supervisors in the manual on the Principles of Supervision of Examination² the main goals of this kind of supervision are:

- to control examination procedure in the secondary schools as to whether the administrators and teachers conduct the examination according to the regulations decided by the Ministry of Education.
- to help teachers and administrators to prepare the questions and conduct the examinations properly.
- to handle the problems and conflicts relevant to examinations among teachers, administrators and students.

¹"Examination completion" is the second try for students in order to obtain a passing grade on a course which they failed before. According to the regulation the time for the examination completion starts at the last week of August and it continues one month approximately.

²Imtihan Teftislerinde Dikkate Alinacak Esaslar, Milli Egitim Bakanligi Teftis Kurulu, Ankara, 1971.

- to provide security in the provinces for the examinations that they are conducted under the control of the supervisors who are the representatives of the Ministry of Education.

Since the regulations for examinations were centrally organized, the Ministry of Education feels responsibility to control them. Therefore the Ministry supervisors go to the provinces as groups and prepare an activity program for the supervision of examinations in the schools.

Supervisors visit the schools alone or in groups of 2-3 persons according to their prepared schedule. They supervise all schools' examination processes in the locality where they are assigned.

Supervisors who supervise the examinations in the province ask the province's Education Director to inform the supervisors of any unusual or off-regulation development in the examination procedure. If any arises the supervisors are to inform the central office in the Ministry of Education to obtain the authority to tackle the problem regardless of their program.

Supervision of Examinations is conducted according to the following aspects:

A. Preparation of Examinations and other

Preliminary Activities:

Supervision of the teachers' meeting of the school which is held at the end of the school year. Supervision of grade teachers' meetings of the school. Supervision of examination programs in the office of province Education Director.

B. Activities which are to be Supervised

During Examinations

- The room facilities for examination
- Preparation of the questions
- Key for answers
- Conducting written examination
- Reading and evaluating written examinations
- Oral examinations
- Controlling the grades on the lists
- Controlling the reports of last teachers' meeting of the school year
- Controlling papers of written examination
- Checking the grade lists
- Controlling diploma registration book
- Controlling discipline problems which occurred during the school year
- Checking the students' attendance and absence¹

It seems rather doubtful to the researcher whether supervision of examinations contributes much to educational procedure since it seems impossible to perform adequately some of the supervisory activities mentioned above. As an example, if Ministry supervisors want to control only "the preparation of the examination questions" just in the middle schools (orta okul) of Turkey, they must visit 1703 middle schools sparsely distributed all over Turkey, and check all the questions according to the procedure in the

¹Ibid., p. 16.

manual for supervision of examinations, in which it is suggested that the "supervisor must check whether the questions prepared by the committees of teachers are clear, understandable, and fit the level of students. Also he must check whether the questions reflect the knowledge of the field taught within the school year."¹

Though this aspect of Turkish supervisory activities perhaps deserves further research it is not intended in the present study to discuss in depth the value of supervision of examinations.

Investigation and Inspection of the Newly
Established Private or Public
Educational Institutes

All public and private educational institutes are controlled and supervised by the Ministry of Education. The Ministry of Education sets standards for the schools according to the type and level. When a new educational institution is intended to be opened its facilities must be checked by the Ministry supervisors whether it fits the set regulations or not. In his report, the supervisor indicates his opinion whether the institution should be opened or not. The public schools which are run by the state could have some exceptions, but obtaining a permission from the Ministry of Education to open a private school entirely depends upon the supervisors' report.

¹Ibid., p. 16.

Inquiries and Investigations

One of the main functions of the Ministry supervisors is to act as a judge or public prosecutor to make or suggest final solution to the administrative or inter-personal problems and conflicts arising among teachers, administrators or within the school system.

The laws and regulations give legal authority to the Ministry supervisors to deal with the problems and to propose what should be done by the Ministry of Education in a particular case.

Since all teachers and other employees in the public school system of Turkey are public servants, the laws give the authority to the supervisors to prosecute any employee who acts against the laws and regulations. Therefore the supervisors have the authority to act as a public prosecutor to question the employees, to summon the witnesses, and to obtain the necessary documents from any public office. They can also sever teachers', administrators' or other employees' connections with the school system until the investigation of the case will be concluded.

When supervisors go to a school or other institution to handle a case in which there may be some kind of irregularity or illegal activity, they question the people, investigate the documents and prepare a report indicating the finding from the investigation. They also propose some solutions for the case, such as transferring the teacher to

another school system, condemning them by cutting down their salaries, or withdrawing the given administrative position. Supervisors send their investigation report to the Board of Education, which forwards the report to the relevant General Directorates, whereby the case is submitted to the "Higher Disciplinary Committee" of the Ministry of Education. This committee evaluates the supervisor's report and makes the final decision for the case.

Naturally this role is an intricate duty for the supervisors. Supervisors are expected also to give help professionally to the teachers and the administrators to improve teaching procedures, and the role of being a prosecutor conflicts with the latter role. Consequently some of the supervisors have been compelled to omit the role of being a professional helper to the educators and they became specialist supervisors in the investigation of problems. The researcher's interviews with the supervisors indicate that there is reluctance among the supervisors to have the role of prosecutor. They appear to believe that the inquiry and investigation role must be separated from the Board of Supervisors and be given to another office in the Ministry of Education.

There is a tendency among the provincial administrators to report all conflicts and problems to the Board of Education and to require supervisors to settle cases or to solve problems which could be solved locally.

Therefore year by year the numbers of cases handled by the Ministry supervisors are increasing.

Between October 1, 1968, and September 30, 1969, Ministry supervisors investigated 1024 cases in the Turkish school system. Since the investigations and inquiries are made by 2 or 3 supervisors in groups and normally take a range of time from 1 to 15 days, a single estimate could be made that investigation cases might occupy as much as one third of the time of the Board of Supervisors.

Research Functions of the Supervisors

The sixth activity of the supervisors is to do research on professional issues or to make preliminary informal investigations about any rumors which might be relevant to the educational system.

If the Board of Supervisors needs some knowledge on new ideas in educational fields or other interesting fields which might affect the school system, it assigns a group of supervisors to do a research and prepare a report for the use of the supervisors.

Also if a rumor or news is heard which might distort the public's understanding of educational activities, the Board of Supervisors might assign a group of supervisors to investigate secretly whether the news or rumor is true and deserves more formal investigation.

Problems of Supervision

In this section it is intended to discuss some of the main supervisor problems confronting Turkish education. Then, along with discussion in previous sections, the reader will have an overview of the system in Turkey with its strengths and deficiencies.

a) The numbers of educational institutions and teachers have increased rapidly in the last years. Since the Board of Supervisors has a limited number of supervisors, it cannot keep up with the increase. Therefore the supervisory activities may tend to become routine, done mainly for the sake of applying the regulations.

Today in nearly every prefect or small town there is a secondary school. In the last five years even some of the villages have constructed middle schools. Moreover because of the population increase, schools in urban centers have become larger and more crowded. Table 3.1 indicates the increase in numbers of schools and teachers between the 1965-66 and the 1969-70 school year.¹

Increases listed in the table for the last five school years may be compared with increases from the proclamation of the Turkish Republic in 1923 until the 1964-65 school year. Beginning in that year with only 630 junior high schools (orta okul) and 147 high schools, the numbers increased over the forty year period to 1367 junior high schools and 370 high schools.

¹Introduction of the Law for the Reorganization of the Board of Supervisors, Milli Egitim Bakanligi, Ankara, 1970.

TABLE 3.1.--Newly Opened Schools.

| School Year | High School | Junior High | Other Secondary Schools | Increase in Teachers |
|-------------|-------------|-------------|-------------------------|----------------------|
| 1965-66 | 3 | 72 | 7 | 1868 |
| 1966-67 | 46 | 121 | 14 | 4352 |
| 1967-68 | 6 | 164 | 16 | 2057 |
| 1968-69 | 76 | 172 | 13 | 4021 |
| 1969-70 | 92 | 208 | 3 | 554 |
| Totals | 223 | 737 | 53 | 12852 |

During the five-year period (1965-70) the number of secondary school teachers, was doubled, and at the end of the 1970-71 school year the total reached 38,814.

At the same time the increase in the number of supervisors is not in the same ratio as for teachers and institutions. In the 1967-68 school year there were 105 supervisors in the Board and this number reached to 112 at the end of the 1969-70 school year. Among these 112, six of them were serving in foreign countries as supervisors for Turkish students and three of them were working as assistants to the Chairman of the Board for the evaluation of the supervisory reports prepared by the supervisors in the field. The remaining 103 supervisors were responsible to carry out all the supervisory activities in the Ministry of Education. Since the activities of these 103 supervisors were divided into six different tasks, it is questionable whether the Board of Supervisors succeeded in their main function to help the teachers for better

teaching-learning situations in the schools. The following figures show that the major time of the supervisors is occupied by other activities.

Between October 1, 1968, and September 30, 1969, the Board of Supervisors did the following activities:¹

| | |
|--|------|
| Inquiry and investigations | 1024 |
| Supervision of secondary public schools | 609 |
| Supervision of secondary private schools | 127 |
| Investigation of newly opened schools | 68 |
| Supervision of teachers | 7826 |
| Supervision of examinations | 2837 |

On the average, official and private secondary schools are supervised jointly by four supervisors, private higher institutions by two supervisors. Investigations are performed sometimes by two and even three supervisors collectively. In this situation in the school year of 1968-69 on the average the portion for each of the 104 supervisors was as follows: 26.4 secondary schools or institutions, 2.25 private higher schools, 75.25 teachers, 27.3 supervisions of examinations and 12.7 investigations. Often these assignments are many kilometers away from the supervisor's regular duty station and from each other, and the assignments are carried out in continuous travelling. The majority of these activities must be accomplished in the 10 months' period when the schools are open. For

¹Ali Olmezoglu, From a speech made in a meeting of Ministry Supervisors, December, 1970.

every activity a report must be written and typed by the supervisor himself.

Without reference to the other activities the figure for the supervision of teachers implies that if it continues at the same rate, every Turkish secondary school teacher might be visited by one supervisor in every 5 years. This situation puts forward the most crucial problem of supervision in the Turkish educational system. It is impossible to think that the teacher will be able to get all of the help he needs to improve the teaching-learning situation in his school. Just one two-hour visit in 5 years to meet the professional needs of the teacher represents a ludicrous situation.

b) In Turkey the centralized school system is a roadblock for supervisory developments. Since the operation of supervisory activities is controlled from the Board of Supervisors in the capital Ankara, local administrators in the provinces do not have any personnel for supervisory activities for educational institutions above the elementary schools.

As was mentioned in the previous section, in the provinces under the authority of Education Director there are supervisors to supervise the elementary schools. But supervision of secondary schools is performed by the Ministry supervisors. Therefore there is a gap and barrier in communication and cooperation between the local

institutions and the central organization in terms of secondary level supervision.

c) Lack of professionally trained supervisors poses another problem. It was mentioned before that Ministry supervisors are trained as teachers. After some years of "successful" service in teaching and administrative positions they can be appointed as Ministry supervisors. There is no requirement for professional training to be a supervisor. The Education Divisions of the Gazi Institute and the Istanbul Education Institute offer three years higher professional education training beyond normal school, but no other higher institution offers regular courses specifically in educational supervision. For the first time in the Turkish universities, "Educational Supervision" was taught in Hacettepe University by the researcher in the fall term of the 1971-72 school year. Therefore there is little or no opportunity in the universities for the supervisors, even if they should want to attend graduate courses to develop themselves professionally. Also there are no inservice courses or seminars for supervisors except for the new supervisor's probationary period of one year under the control of a Head Supervisor.

Consequently Turkish Ministry supervisors have limited professional training and it could be said that they are not equipped with necessary professional knowledge in supervisory techniques.

d) Lack of time for supervision is another important problem. The activity of the Ministry supervisors is dominated by routine clerical work required by the Board of Supervisors. Writing the teachers' reports of evaluation, completing the other official papers, and travelling from city to city occupy most of the time of supervisors. Also the work load for each supervisor is too large.

e) The multiplicity of functions of the supervisors reveals perhaps the most crucial problem. In the Turkish system a supervisor is expected to be an educator who helps the teacher professionally, an administrator who controls and improves the administrative process, an evaluator who does merit rating of personnel, a judge or prosecutor to solve conflicts in the system, and a researcher to introduce new ideas and innovations into the field of education. In the case of supervision of teacher performance by classroom visitation, the branch of training of the supervisor is taken into consideration to a certain extent. But in all other duties every supervisor is assumed to be competent. As a result of this it is possible to assign a supervisor whose major is in mathematics to supervise all the science subjects such as physics, chemistry and biology. Even if before becoming a supervisor he had worked only in teacher training schools, he might be assigned to supervise all types of administrative activities at any type of school.

However the supervisor might perform these simultaneous roles, even the roles themselves conflict with each other. A teacher naturally might hesitate to ask professional help from a supervisor who would be evaluating the teacher's competence.

e) There is no consistent follow-up on supervisory activities. Since the supervisors do not have any permanently assigned locality they might be assigned to any province for supervisory tours. The probabilities of meeting the same teacher again are very slight. Moreover the supervisor cannot follow-up whether his suggestions were adopted by the teacher or the teacher developed his teaching method by application of the recommendations made by the supervisor. On the teacher's side, every time the supervised teacher meets with a different supervisor. Since the supervisors come from various backgrounds and do not have common training in supervisory techniques, each might have different views or ideas about supervision. As a result of this, their suggestions and recommendations might be different from each other. Consequently the teacher sometimes becomes perplexed and wonders what is right or whom he should believe.

* * * * *

In summary, the system of Turkish schools is highly centralized, and it has experienced a tremendous acceleration in expansion over the last five years. The

administrative structure, however, has not been able to keep pace with the expansion of schools and enrollments. This has produced a severe teacher shortage, especially at secondary levels. It has also enormously overloaded an already overburdened staff of Ministry supervisors. The sections of this chapter have attempted to specify some of the main current problems.

CHAPTER IV

DESIGN OF THE STUDY

Preliminary Research Activities

At the beginning of this study an examination of the literature and informal interviews with resource persons in the field of education proceeded together. Intensive and informal interviews were conducted with school directors, Ministry supervisors, experienced and beginning teachers, university professors, and administrators in the Ministry of Education in the cities of Ankara, Istanbul, Adana and Tokat.

In addition to reading and interviewing, an intensive research was made in the archives of the Board of Education, the Board of Supervisors and the National Library to seek out historical documents about supervisory activities in the Turkish educational system.

Development of the Instrument

Two questionnaires, one each addressed to teachers and supervisors, were then developed which would elicit from teachers and Ministry supervisors their perceptions of the role and activities of the Ministry supervisors.

With these two questionnaires it was intended to obtain teachers' and supervisors' views which would provide the basic data for the study.

The basic problems of attitude measurement are firstly to develop a dependable and reliable instrument which should cover the area with carefully selected and clearly worded items, and secondly during the administration of the instrument to assure anonymity and confidential treatment of data and impersonal uses of the research findings in order to allay fear and generate positive motivation on the part of the respondents.¹

In the winter of 1970 a draft of the questionnaire was tried out with 18 secondary school teachers in the schools of Ankara and six Ministry supervisors, two of whom were retired. The trial run instrument contained a series of questions with multiple choice responses in four sections. The trial run instrument also contained a series of reaction questions which asked for an evaluation of the questionnaires and recommendations for the development of the final forms.

Also informal interviews were held with persons who have experience and knowledge in preparation and administration of questionnaires.

In the light of the comments and recommendations from the trial group, several changes in the questionnaires

¹Grossman, op. cit., p. 42.

were made. The main considerations in making the necessary changes were:

- a) the language in the questionnaires must be understood by teachers, so it should be clear and simple,
- b) the questionnaires must be brief, and
- c) an introductory page must give necessary assurance that the study will protect anonymity.

Supervisory practices which were unfamiliar to Turkish Ministry supervisors and teachers were not included in the instruments because they would have created confusion in communication.

The questions in the instruments were given coded question numbers. This would provide a convenient method when the data would be key punched on IBM cards.

The questionnaires have four sections. In the first section there are eight questions about the respondent's personal characteristics, such as age, sex, major field, type of education, experience in teaching and administrative positions, type of school in which he works, etc.

The second section contains questions about supervision and supervisors. In this section there are three groups of questions, one only for teachers, one only for supervisors, and one for both teachers and supervisors.

In the third section there are 21 statements about suggested practices in supervision. The questions were written in the middle of the page with a scale of importance

on the left side of the page and a scale of frequency of application on the right. The choices for importance included "very important," "important," "lacking importance," "no importance at all," and "undecided." The frequency choices were "always," "sometimes," "never," and "undecided." Teachers and supervisors were asked to read each item carefully and first mark on the left column choices according to perceived degree of importance of the item. Then they were requested to mark on the right column choices according to perceived frequency of application of the activity in the field today.

This technique provided a basis to the researcher for interpreting the data. The responses for degrees of importance were accepted as perceived "role expectations" for supervisors. On the other hand the responses for the frequency of application were accepted as perceived "role performance" for supervisors. These two sets of data were used to find degrees of divergence-convergence between supervisors and teachers on the role perception of supervisors.

The fourth section presents two problem lists which are relevant to supervisory activities and teaching. The problem list for supervisors contains 17 questions from among those which were tried out in interviews with supervisors. The problem list for teachers has 16 problems. Each problem in both lists has five forced choices to show the importance of the problem. Copies of the two

questionnaires are included in the appendices in both English and Turkish.

Sample Selection

As mentioned in previous chapters, there were 110 Ministry supervisors and 36,565 secondary school teachers working in the secondary level educational institutions of Turkey in the 1969-70 school year. The samples for the research were drawn from these two populations.

1. Since there were no more than 110 Ministry supervisors in the first population, it was intended to include every individual in the sample.

2. The second sample was obtained from Turkey's 36,565 secondary school teachers by means of two steps in the sample drawing procedure.

3. a. Since the Ministry supervisors cannot visit every teacher in every school year (they can supervise approximately only 4,000-6,000 teachers in one year), consequently some teachers might not have had any opportunity to be visited by a supervisor for many years. In order to avoid the difficulties which would be encountered in questioning teachers who might have difficulty remembering the actual situation during the supervisory activities, it was intended to draw the sample from among the approximately 12,000 teachers who had been

visited and supervised in the past three school years.

b. It was assumed that 10 per cent of the population may represent the total population satisfactorily. Therefore a sample size of 1200 secondary school teachers was decided upon. At first all supervised teachers' names were copied from the reports of the supervisors for the last three school years--1968-69, 1969-70, and 1970-71. Then the names of the teachers were selected from this list at random without replacement. The resulting sample list which contained the names of 1300 teachers was verified in the several general directorates to check the addresses of the teachers. As a result of this checking, it was found that there had been many changes in the addresses because of transfers from school to school. It was also found that 104 teachers had left the teaching profession for military service, by retirement, by resignation, etc. Ultimately the sample contained 1196 teachers from 64 provinces. Turkey has 67 provinces, but three of them--Cankiri, Hakkari and Maras--were not represented in the sample because these three provinces were not visited by the Ministry supervisors in the last three school years.

Data Collection

Because of the rules of Turkish bureaucracy it is necessary to ask permission from the top administrator of the Turkish school system in order to conduct a research study within the formal organization of the Ministry of Education. In order to obtain the necessary collaboration and to reduce reluctance among supervisors and school directors, it was essential to have the permission and authorization of the Minister of Education himself. In the permission papers there were three different instructions for supervisors and teachers.

1. The questionnaires should be given to teachers and supervisors with envelopes on which the return address for questionnaires was printed.

2. Teachers and supervisors after completing the questionnaire would put it into the envelope and give it to the director of the school (for supervisors, to the Head of the Board of Supervisors).

3. Directors of schools and the Head of Board of Supervisors would mail all the envelopes before April 4, 1971, to the Planning, Research and Coordination Department of the Ministry of Education, where the research study would be done.

Questionnaires were sent to the respondents on March 10, 1971. Teachers and supervisors were requested that the questionnaires should be completed according to their sincere ideas and beliefs, and not to let them be influenced by others. Also it was emphasized that respondents

must "not put any sign or identification mark" on the questionnaires, to guarantee their anonymity. The unsigned questionnaires in sealed envelopes were collected by school directors and the Head of the Board of Supervisors and mailed to the Planning, Research and Coordination Department.

Up to the designated date, April 10, 1971, 940 questionnaires for teachers were received. One hundred and four of the 110 mailed questionnaires for supervisors were received one week before the deadline, with a letter in which it was explained that 514 supervisors who had been assigned as Cultural Attaches in foreign countries and two supervisors who were sick had not completed the questionnaires.

Because of slow mailing facilities in remote areas and for other reasons it took 25 days more to receive the answers from all school directors. Finally, 1042 questionnaires were completed by the teacher respondents.

By the end of May 1971, 109 teacher questionnaires were returned without completion or with the notation that there was not such a teacher "in the school" whose name was on the list, or that the teacher had been appointed to some other province. The number of these returnees was interpreted as indicating inefficiency in the recording process in the General Directorates, each of which had checked the name lists from the teachers' records. Forty-five questionnaires were lost and it was impossible to find their

whereabouts. One respondent wrote on the questionnaire "I do not believe that this research will provide any benefit to our corrupted supervisory activities, therefore I do not want to spend my time for nothing." Consequently his questionnaire was excluded from the data, and 1041 questionnaires for supervisors were used in the final analysis.

The data collection operation was completed, it was felt, quite successfully. Success of this operation can be attributed to the Minister's letter of confirmation, in which school directors were informed that they must cooperate with the Planning, Research and Coordination Department in collection of the data. Compared to studies of similar research, and especially when compared with mailed questionnaire return rates, the response rate of 87.1 per cent can be accepted as very satisfactory. See Table 4.1.

TABLE 4.1.--Number of Returns from Teachers' Questionnaires.

| | Number | % |
|-----------------------------|--------|------|
| Questionnaires mailed | 1196 | 100 |
| Returned without completion | 109 | 9.2 |
| Lost and no answer | 45 | 3.7 |
| Returned with completion | 1042 | 87.1 |

An important observation was made during the administration of the questionnaires that the teachers responded with much interest and did so cooperatively. It was quite interesting for the researcher that he was asked by many teachers who were not in the sample why they did not receive a questionnaire since they had a lot of things to say about the role of supervisors. Therefore the response rate of the teachers would appear to indicate a fairly high interest and cooperation in the research project. Both teachers and supervisors answered almost all questions contained in the instrument. Some of the respondents, especially teachers, volunteered additional information in written comments.

Processing of the Data

Since the questions had been pre-coded during the development of the instruments, it was easy to punch the information on IBM cards. These cards were processed on an IBM 1620 computer in the Planning, Research and Coordination Department of the Ministry of Education. The data were processed using computer programs designed by PARD programmers to produce the necessary tabulations, cross-tabulations, sums, means and percentages.

In interpreting the data, several different types of analysis were used. The results of these analyses are presented in Chapter V. Distributions of total group responses to each item revealed a number of interesting

patterns in themselves. These raw data are overviewed by means of descriptive discussions.

For the analysis and interpretation of the data several statistical techniques were used.

1. Chi-square techniques were used to test the significance of observed differences between supervisors' responses and teachers' responses.

2. "Z" test techniques were used to test the significant differences among the proportions of independent variable distributions.

3. Spearman Rank order (Rho) correlation technique was used to show relationships in the ranks of items in importance and frequency.

4. An index was developed to find an overall weight quotient within each group for every item.

In the chapter reporting results, statistical techniques used will be specified at each point of the analysis.

Limitations of the Instrument

Data from questionnaires are generally recognized by researchers to be limited in their utility.¹ It seemed to be an appropriate type of instrument for this exploratory study, however, and due care was taken in constructing the instrument in an effort to provide clarity and objectivity in structuring the items as to format, order of the

¹W. R. Borg, Educational Research, An Introduction (David McKay Company, 1967), p. 205.

questions, and explanations and instructions on how to answer the items. It was mentioned in Chapter IV that the preliminary instrument was tried out with 18 secondary school teachers and six supervisors, and their suggestions and reactions were used as the basis for several changes to ensure further reliability. Despite all these precautions the limitations of questionnaire data may still exist.

Some methods which conceivably might have been used to check the reliability of the instrument were not employed. One such method is to repeat administrations of the questionnaire several times to check whether it gives consistent results. A second method is the "split-half" method to get an estimate of equivalence between halves of the questionnaire. Neither method, however, seemed appropriate or worth the time and expense for this exploratory study of the Turkish supervisory system. Repeated administrations, for instance, would have reduced the size of the small sample of supervisors who already constituted the total group. Also, since each item was drawn from readings in the literature, an effort to separate items into "equivalent" halves would appear not to be meaningful. In any case, the consistencies of the responses reported in Chapter V seem to indicate an acceptable degree of reliability in the instrument.

The validity of an instrument is defined according to Borg as "the degree to which a test measures what it

claims to measure."¹ The instrument seems to have concurrent validity, which is a test of whether the instrument works according to concurrent criterion measures. Since the research instrument does distinguish the teachers' perceptions from supervisors', it would appear that the questionnaires developed for this study possesses concurrent validity.

Use of numerical rating scales might have had some advantages over the category rating scales used in the questionnaires. Such scales yield numbers that can be more directly used in statistical analysis. Moreover the numbers of a numerical scale may represent more nearly equal intervals in the mind of the respondent. They may more nearly approach interval measurement.² But in the questionnaires of this study, there were many items which appeared to need differing categories in the answers. Therefore, category rating scales were used despite the deficiencies. An effort was made to overcome this problem by developing weight quotient scales affixing scaled weights for each of the categories.

Limitations of Interpreting Perceptual Data

Interpretation of perceptual data has its own limitations and deficiencies. When one collects from living

¹Ibid., p. 80.

²F. N. Kerlinger, Foundation of Behavioral Research (Holt, Rinehart and Winston, Inc., 1966), p. 515.

human beings a set of responses which are essentially their perceptions of reality (as opposed to getting measures of and the "reality" itself) many reservations should be taken into consideration.

It is possible to observe an "error of leniency," which is a general tendency to rate items too high, as for instance in the responses of the supervisors on the items on the supervisors' effectiveness and accomplishments.

Also a "halo effect" might be seen in the responses of the teachers in rating the supervisors. Borg defines "halo effect" as a tendency of the observer to form an early impression of the person being observed and to permit this impression to influence his ratings on all behaviors, involving the given individual or groups.¹ The low estimates of teachers for the supervisors' frequencies of application might result from this effect. These ratings might be labeled as reflecting an "error of severity," or a general tendency to rate items too low on all characteristics.

Nevertheless, though the behavior of an individual as seen through the eyes of another individual may be different from the real behavior of the individual, still the responses may have some meaning for research if they are interpreted with caution.

As mentioned in this chapter, this research and its data should be taken as an initial exploratory work, intended primarily to serve as documentation for the

¹Borg, op. cit., p. 241.

existence of needs for improving supervision in Turkey, and as a basis for generating suggestions for the attention of key administrative decision-makers, so that they may carry out developmental activities in the light of information presented.

CHAPTER V

PRESENTATION AND ANALYSIS OF THE DATA

Introduction: Objectives and Techniques

The purpose of this chapter will be to present and analyze the data obtained from teachers' and supervisors' questionnaires. The presentation will be made in accordance with the objectives mentioned in Chapter I. The presentation and analysis will focus on the following ten sets of objectives:

- I. What are the group characteristics of the teachers and supervisors, including sex, age, academic field of preparation, experience and supervisor-teacher ratios?
- II. What are the main characteristics of supervisory visits, including human relations, helpfulness, frequency of supervisory visits, and qualifications of supervisors?
- III. What is the role perception of supervisors about themselves in acting toward teachers and the profession, including, "What should a good supervisor do?" and, "What do supervisors do?"

- IV. To what extent is there a consensus among supervisors in their perceptions of the supervisors' role?
- V. What is the role perception of teachers for supervisors in acting toward teachers and the profession, including, "What should a good supervisor do?" and, "What do supervisors do?"
- VI. To what extent is there a consensus among teachers in their perceptions of the supervisors' role?
- VII. How do the supervisors' perceptions of their roles converge or agree with the role perceptions held by teachers?
- VIII. What are the differences in role perceptions among teachers and supervisors according to the independent variables?
- IX. What are the most crucial problems which supervisors and teachers perceive they have faced in recent years?
- X. How do teachers and supervisors believe supervision might best be reorganized in Turkey?

For the presentation and analysis of the data, reference is made to Appendix I, which presents in tabular form distributions of group responses to each questionnaire item. Code numbers for items refer to item numbers in the questionnaires and in Appendix I, II, III. "T" codes refer to teachers' questionnaires and "S" codes to supervisors.

Several statistical techniques were used for the analysis and interpretation of the data.

1. Chi-square techniques were used to test the significance of observed differences between supervisors' responses and teachers' responses. The main significance in the differences reported below lies most frequently in their face validity, but in several instances chi-square tests indicate significance beyond the .01 or .05 level of confidence.

2. In order to test the significant differences among the proportions of independent variable distributions, such as male-female, younger-older, etc., "Z" test techniques were used. Differences significant beyond the .05 level were accepted. Since the "Z" value for the .05 level of significance is 1.96, "Z" values larger than 1.96 were interpreted as a basis for rejecting the null hypothesis of no significant difference between the proportions.

3. In order to show relationships between the teachers and supervisors on the categories of importance and the categories of frequency of application of 21 selected supervisory activities, a Spearman Rank Order (Rho) correlation technique was used. For the use of this technique the rank of each item based on its raw percentage was used to compute the Rho's.¹

¹For more detail see: N. M. Downie and R. W. Heath, Basic Statistical Methods, Second Edition (Harper and Row, 1965), pp. 206-207.

$$\text{Rho} = 1 - \frac{6\epsilon D^2}{N(N^2-1)}, \text{ where}$$

(N) refers to number of pairs

(ϵD^2) refers to the sum of the squares of the differences of the two sets of ranks.

4. An index was developed to find an overall weight quotient within each group for every item. This process provided data with which to rank and classify activities according to each group's perception of their importance and frequency.

Weight quotients were calculated as follows: choices were given arbitrary values, e.g., "very important" and "always" (+3), "important" and "sometimes" (+1), "not important" and "never" (-1). Then the numbers of responses to each choice were multiplied by the value assigned to the choice and these products were added together. These sums give the "raw score" of the individual item. Finally, the weight quotient (Wq) of the particular item was found by the following formula:

$$\frac{W_i \times 100}{N_i \times 3} = Wq, \text{ where}$$

(W_i) refers to the total raw weight of item i.

(N_i) refers to the population who answered this item.

(3) refers to the highest positive value assigned to a particular choice.

To give the reader a better understanding of method, the following example is given:

| Item I | (a) Number of responses | (b) Assigned Value | (c) Raw weight (axb) |
|------------------------------|-------------------------------|--------------------------|-------------------------------|
| Very important (or "always") | 35 | +3 | +105 |
| Important (or "sometimes") | 50 | +1 | + 50 |
| Not important (or "never") | 10 | -1 | - 10 |
| N = | 95 | Total raw weight | 145 |

$$\text{Weight quotient of the item} = \frac{145 \times 100}{95 \times 3} = 50.8$$

This method of weighting produces quotients ranging in value from +100.00 to -33.33. Thus in the above example if all 95 respondents had marked "very important" the calculation would have been:

$$\frac{(95 \times 3) \times 100}{95 \times 3} = +100.00$$

And if all had marked "not important," the calculation would have been:

$$\frac{-95 \times 100}{95 \times 3} = -33.33$$

Objective I: What are the Group
Characteristics of the Teachers
and Supervisors?

In order to ascertain the characteristics of the two sample groups, teachers and supervisors were asked 11 questions in the first section of the questionnaires. Some questions were directed to both groups, while some of them were asked of teachers or supervisors alone.

A. Age

The data showed that 3 out of 4 supervisors were older than 45 years and 68 per cent of the teachers were younger than 35 years, and that there was a quarter century age difference between the medians of the groups. These data indicate the size of the generation gap between the supervisors and teachers. The quarter century age difference might suggest the possibility of a correlate communications gap between supervisors and teachers, yet the data indicate it was the less experienced teachers who had the highest estimates of supervisors' capacities.

It is possible to imagine that younger supervisors might be more receptive of new ideas in supervision and more eager to adopt them. If there were sound programs of professional training specifically for supervisors, it might be possible to put relatively younger people into supervisory positions. Since current requirements for the appointment of supervisors emphasize length of experience in teaching and administration and do not require any formal

training in supervision, it follows that more older supervisors should be expected to be the majority in the system.

As may be seen in Chapter II, modern supervisory practices give supervisors an active role in developing teaching-learning situations in the schools. The modern supervisor is expected to be actively engaged and to work closely with the teacher in order to provide him or her necessary professional help. In the case of Turkey, however, as the data confirm, supervisors have too large a load to be able to provide close supervisory services to all teachers. Though adequate maturity and experience should probably be accepted as important factors in performing successfully the roles expected of supervisors, one might also imagine that having a greater number of relatively younger supervisors might add some strengths to the system to make it more effective.

B. Academic Field of Preparation

Supervisors and teachers did not display marked differences in most categories of academic preparation (T/1-8, S/1-8). All grouped responses were within 10 percentage points of each other, except that relatively more teachers were prepared in mathematics and sciences (34.39% as compared with 15.38% for supervisors), whereas relatively more supervisors were prepared in social sciences (22.12% as compared with 9.13% for teachers).

However, supervisors and teachers did show differences in the types of schools from which they had been graduated (T/1-9, S/1-13).

TABLE 5.1.--Types of Schools of Graduation for Teachers and Supervisors.

| Schools where Graduated | Teachers | Supervisors |
|--|----------|-------------|
| University, Higher Teachers Schools and Technical Higher Schools | 24.69 | 63.45 |
| Educational Institutes | 65.51 | 28.85 |
| Chi-square = 32.41, significant beyond .001 level. | | |

Supervisors have proportionally more higher education than teachers. The data show that 63 per cent of the supervisors were graduated from four-year higher institutions, as compared to 24.69 per cent of the teachers.

Supervisors presumably should be expected to have better training than teachers, but current four-year programs in higher education in Turkey mostly emphasize subject field knowledge, with considerably less emphasis on professional educational knowledge, and this may not be enough adequately to prepare persons to perform successfully as modern supervisors. It was pointed out in Chapter III that supervisors are not required to have any advance courses or training beyond the education required to become a teacher. Supervisors currently enter into their supervisory duties equipped only with their previous and possibly

obsolete professional and subject field preparation. This situation may exhibit an important gap in the Turkish supervisory system. Since the supervisors are not provided with advanced courses in supervisory techniques or teaching methods and they do not have many opportunities to learn newer ideas and methods, they may per force be compelled to rely on teaching methods which they studied only in their training years.

C. Experience

The supervisors had distinctly more experience than teachers.

TABLE 5.2.--Experience in Education of Teachers and Supervisors.

| Experience | Teachers | Supervisors |
|--|----------|-------------|
| Less than 10 years | 59.37% | 1.92% |
| 10-20 years | 23.63% | 13.46% |
| 20 years or more | 16.62% | 83.60% |
| Chi-square = 97.24, significant beyond .001 level. | | |

It appeared that there was a relationship between the length of experience in administration and appointment as a supervisor. Of the supervisors, 62.50 per cent had had more than 10 years experience in administration, and the largest single category (37.50%) was for supervisors who had had more than 15 years experience.

As per regulations supervisors have more professional training and experience than teachers on the whole, but 2 out of 5 supervisors have less than five years' experience in the role of supervisor, and 4 out of 5 have less than 10 years' experience in the role. The data suggest that the position of supervisor in Turkey is one which is achieved usually after lengthy experience (including a considerable amount of administrative experience) near the end of one's professional career in education.

Supervisor-Teacher Ratio

Reference is made to Chapter III, where it was pointed out that at the end of the 1970-71 school year there were approximately 110 ministry supervisors and 38,814 secondary school teachers. The supervisor-teacher ratio was approximately 1/350. Without reference to the other activities the figure of the supervisor-teacher ratio implies that every Turkish secondary school teacher has one chance to be visited by one supervisor in every 5 years. This situation puts forward the most crucial problem of supervision in the Turkish educational system. It is impossible to think that the teacher will be able to get all the help he needs to improve the teaching learning situation in his school.

The supervisor-teacher ratio with respect to academic preparation poses another problem. Though academic fields of preparations were all generally represented among both samples of teachers and supervisors, the fact that

more than one out of three teachers were prepared in science or mathematics, whereas fewer than one out of six supervisors were prepared in these fields, makes it seem likely that such teachers run the risk more frequently than other teachers of being supervised by a supervisor not specifically trained in these subject matter fields.

In a developing country like Turkey these are among the most important subject matter areas which should be emphasized in the curriculum. Moreover especially those teachers in these subject matter areas might need more help in educational innovations, new ideas in their field, and new teaching methods. The data tend to suggest that especially science and mathematics teachers believe that introducing teachers to new teaching tools and materials and demonstrating their uses is a very important activity which must be applied by supervisors, but the same group of teachers more frequently said that this activity is "never" applied. The evidence seems to support the conclusion that having too few supervisors in these subject matter areas restricts the amount of professional help which teachers in these fields need in order to develop improved teaching-learning activities.

Objective II: What are the Characteristics
of Supervisory Visits and the
Qualifications of Supervisors?

The data in this section will be presented and analyzed in four groups: (a) human relations,

(b) helpfulness, (c) frequency of supervisory visits, and (d) qualifications of supervisors.

A. Human Relations

With respect to behavioral changes in teachers when they meet supervisors, the data suggest that in general four out of five teachers say they do not change their teaching methods but behave as usual and teach as usual when a supervisor enters the classroom.

TABLE 5.3.--Teachers' Perceptions of Whether they Change Their Teaching Methods when a Supervisor Enters the Classroom.

| Choices | Teachers |
|---|----------|
| I become more organized and I teach my best . . . | 10.95% |
| I behave as usual and teach as usual . . . | 80.31% |
| Students become excited and I cannot teach normally . . . | 7.01% |
| No opinion . . . | 0.77% |

Also three out of five teachers say either they remain especially calm or they do not change their normal behavior when a supervisor enters the class room.

However the analysis of independent variables revealed some differences in these perceptions between males and females, between less experienced and more experienced teachers, and among teachers of various fields of study.

TABLE 5.4.--Teachers' Perceptions of How They Themselves
Feel when a Supervisor enters Their Classroom.

| Choices | Teachers |
|--|----------|
| I become very excited . . . | 1.92% |
| I become a little more excited . . . | 28.53% |
| I remain especially calm . . . | 26.71% |
| I do not change my normal behavior . . . | 41.98% |

When a supervisor enters the classroom:

- Less experienced teachers, female teachers and Turkish and social science teachers more frequently say they get excited, but especially female teachers more frequently say they try to behave as usual and teach as usual;
- Male teachers more frequently say they remain especially calm and become more organized and teach their best;
- Turkish and social science teachers more frequently say they become more organized and teach their best.

These data are in contrast to the researcher's impressions obtained from interviews with 14 teachers who were interviewed before the questionnaires were drafted. In those interviews 6 out of the 14 teachers said that when a supervisor comes to a school everybody, including the principal, gets excited, and teachers start going to classrooms on time and make better preparations of the topics they will teach.

The data on teachers' perceptions of the human relations exhibited by supervisors might bear on this point.

Most of the teachers said they perceive supervisors as "sincere, friendly, likeable."

TABLE 5.5.--Opinion about Supervisors' Behavior with Respect to Human Relations.

| Choices | Teachers |
|---|----------|
| During your last supervision, the supervisor's behavior was . . . | |
| - sincere, friendly, likeable . . . | 61.00% |
| - showed feelings of being superior--looked down on me . . . | 8.65% |
| - very serious and follows formalities . . . | 20.56% |
| - casual and not serious . . . | 0.29% |
| - no opinion . . . | 8.84% |

It might seem quite possible, therefore, that teachers would not get excited or change their behavior when they receive a supervisor. In any case the discrepancy between the advance comments made to the researcher and the teachers' reports on the questionnaires on their own behavior when a supervisor visits suggests at least that the teachers--like supervisors--might have been inclined to present a more than realistically favorable image of themselves when reporting on their own behavior.

To the extent the data are reliable, they suggest that most teachers find supervisors to be "sincere, friendly, likeable." These "favorable" perceptions of

teachers with respect to supervisors' behavior in the area of human relations suggest that supervisors may be careful in building good human relations with the teachers. Also proportionately more female teachers perceive supervisors as sincere, friendly and likeable people. This evidence may reflect the fact that teachers are more accepting of supervisors as fellow human beings than as authorities in teaching and that the supervisors may take special care to treat female teachers in friendly and polite ways.

B. Helpfulness

Regarding the helpfulness of present supervisory activities, the data show that there appear to be differences in the perceptions of supervisors and teachers. In general supervisors believe in the helpfulness of the supervision which they perform, whereas teachers have less confidence about the helpfulness of the supervisor's role.

TABLE 5.6.--Belief in the Helpfulness of Supervisor to Improve Educational and Teaching Process of the School.

| Choices | Teachers | Supervisors |
|-----------------------------|----------|-------------|
| I believe very much . . . | 36.50% | 75.00% |
| I believe very little . . . | 29.88% | 22.12% |
| None . . . | 24.50% | 0.00% |
| Undecided . . . | 8.45% | 1.92% |

Also 70 per cent of the supervisors have high estimates of themselves in that the amount of influence of the supervisors on the improvement of the teacher's teaching methods is perceived to be "very much."

Nearly all supervisors (99%) registered that they frequently presented teaching materials and professional publications to teachers, whereas most of the teachers said that the supervisors service in this connection was not helpful. The data suggest that supervisors as service givers try to perform their role in introducing teaching materials and professional publications to teachers, but this "offer" does not appear to be perceived as helpful by the recipients. The evidence again seems to support the ideas that there may possibly be a communications gap between the service-givers and recipients, and to the extent such may be the case, the supervisors might be labeled as ineffective in their role.

However, the data also imply that supervisors seem to be relatively more helpful in making specific recommendations to teachers to improve their teaching methods. Almost all supervisors (99.04%) said that they "always" or "sometimes" made recommendations to teachers on how to improve their methods. Only 53.51 per cent of the teachers, however, said that in their last supervision the supervisors did make such recommendations. Item T/1-17 asked the teachers whether, if given, the recommendations were useful or not. Almost all of them found the recommendations

"useful" or "partly useful," whereas only 6.34 per cent of the teachers who had received some recommendations from supervisors said that the recommendations "were not useful." In items T/1-25 and S/1-21, both groups were asked whether there is agreement among supervisors on the recommendations they make to teachers. Their responses showed a discrepancy.

TABLE 5.7.--Degree of Agreement Among Supervisors on the Recommendations they make to Teachers.

| | As Perceived By Teachers | As Perceived By Supervisors |
|-----------------------|-----------------------------|--------------------------------|
| Total agreement . . . | 7.11% | 21.15% |
| Some agreement | 34.49% | 67.31% |
| No agreement . . . | 32.66% | 0.00% |
| No opinion . . . | 24.78% | 9.62% |

These responses may suggest that teachers seem receptive when supervisors make recommendations, and the teachers say they find these recommendations helpful. But the teachers seem to accept the recommendations of an individual supervisor with the reservation that another supervisor might recommend something different.

C. Frequency of Supervisory Visits

The data in Table 5.8 indicate that the teachers in the sample appeared to have been drawn with greater than

TABLE 5.8.--Comparison of Sample Proportions of Teachers with the National Proportions of Teachers by School Size.¹

| School Size (No. of Teachers) | Schools Represented by the 1970-71 Sample of Teachers | Nationwide Distribution of Schools in 1969-70 |
|----------------------------------|---|--|
| 10 or fewer teachers | 12.87% | 27.4% |
| 11-30 teachers | 42.17% | 61.3% |
| 31 or more teachers | 41.69% | 11.3% |

Chi-square = 29.80, significant beyond .001 level.

¹National proportions for 1969-70 were taken from Ibrahim Ozgentas's unpublished research on "Ortaokul Ogretmenlerinin Tayin ve Nakilleri," Planning, Research and Coordination Department, Ministry of Education, Ankara, 1971.

average frequency from the larger schools. This suggests so far as contacts with teachers are concerned, supervisors under the heavy workload they carry tend to concentrate their efforts among larger general secondary schools.

Even so, 4 out of 5 teachers in the sample had been supervised four times in all their teaching experience, though 2 out of 5 had been teaching 10 years or more.

The figures in Table 5.9 indicate that teachers may not regularly receive help when they need it. Supervision once a year or once every two years might not contribute much to the improvement of teaching procedures. The helpfulness and effectiveness of a two-hour visit with this regularity might be doubtful.

TABLE 5.9.--The Numbers of Supervisory Visits which Teachers Experienced Since Becoming a Secondary School Teacher.

| Number of visits | Teachers |
|------------------|----------|
| Once | 35.35% |
| 2-4 times | 45.15% |
| 5-7 times | 10.85% |
| 8 or more | 7.50% |

D. Qualifications of Supervisors

It appears that there are differences between the perceptions of supervisors and teachers regarding the qualifications of supervisors in terms of their professional capacities and attitudes.

The teachers seemed to perceive the supervisors as a group of people who are not well qualified in subject matter fields or in professional knowledge and evaluation techniques, and who have little agreement among themselves regarding the recommendations they make to teachers on the criteria to be used for teacher evaluation. Also teachers perceive the supervisors as persons who cannot evaluate the teachers' success accurately.

The data also indicate that the supervisors on the other hand perceive themselves as well qualified. They believe they have the necessary knowledge and skills for supervisory activities and are able to evaluate the teachers

TABLE 5.10.--Opinion About the Adequacy of Supervisors'
Specific Subject Field Knowledge.

| | Teachers | Supervisors |
|---|----------|-------------|
| All or most of them have adequate knowledge . . . | 34.68% | 88.46% |
| Half or few of them have adequate knowledge . . . | 60.33% | 10.58% |
| None of them have adequate knowledge . . . | 3.27% | 0.00% |

TABLE 5.11.--Opinion About the Adequacy of Supervisors'
Professional Knowledge.

| | Teachers | Supervisors |
|--|----------|-------------|
| All or most supervisors have adequate professional knowledge . . | 33.62% | 62.50% |
| Half or few of them do . . . | 61.57% | 33.61% |
| None of them do . . . | 2.88% | 0.96% |

TABLE 5.12.--Opinion About the Number of the Supervisors who
Know which Criteria to Use in Teacher Evaluation.

| | Teachers | Supervisors |
|---------------------------------------|----------|-------------|
| All or most of the supervisors know . | 32.56% | 79.81% |
| Half or few of the supervisors know . | 60.04% | 19.23% |
| None of the supervisors know . . . | 5.00% | 0.00% |

TABLE 5.13.--Opinion About the Number of Supervisors who Know Professional Evaluation Techniques in Education.

| | Teachers | Supervisors |
|-------------------------|----------|-------------|
| All or most know . . . | 30.74% | 54.81% |
| Half or few know . . . | 61.68% | 40.39% |
| None of them know . . . | 5.09% | 0.00% |

TABLE 5.14.--Opinion About Agreement Among Supervisors as to the Criteria to be Used for Teacher Evaluation.

| | Teachers | Supervisors |
|----------------------------------|----------|-------------|
| All or most have agreement . . . | 38.04% | 91.35% |
| None have agreement . . . | 26.80% | 0.00% |
| No opinion . . . | 34.10% | 7.69% |

TABLE 5.15.--Opinion About How Many of the Teachers' Successes Can be Evaluated Accurately by the Supervisors.

| | Teachers | Supervisors |
|---|----------|-------------|
| All or most of their successes can be evaluated . . . | 19.40% | 89.42% |
| Some of them . . . | 61.29% | 9.62% |
| None of them . . . | 18.54% | 0.00% |

TABLE 5.16.--Opinion Among Supervisors About How Many of the Supervisors Have the Ability to Measure the Successes of Teachers Accurately.

| | Supervisors |
|--------------------|-------------|
| All of them . . . | 2.88% |
| Most of them . . . | 75.96% |
| Some of them . . . | 13.46% |
| None of them . . . | 0.00% |

accurately. The supervisors seemed to be registering much higher estimates of themselves than the teachers did. The data suggest that supervisors enter into their contacts with teachers with a much higher level of confidence in their own qualifications and capacities than the teachers have. It appears, however, that teachers tend to have a higher estimate of individual supervisors than supervisors as a group, though teacher estimates of individual supervisors' qualifications and capacities tend still to be lower than the supervisors' own estimates. Teachers also tend to have a higher estimate of the human relations exhibited by supervisors than they do of their professional capacities.

These different perceptions suggest that teachers have relatively a low level of confidence in supervisors, while supervisors may be overly confident about themselves. However, these differences in perceptions as reported in

the questionnaires might reflect only that the supervisors were more "defensive" in their responses as they reported to an investigator who was studying the professional roles in which they were personally involved. This brings to mind the possibility that both groups might not have been entirely sincere and candid in expressing their actual perceptions about the supervisors. Those supervisors who might feel insecure or less qualified in their role might have been defensive in their responses. On the other hand teachers understandably might feel a certain level of hostility toward the supervisors as the group of people who come for a brief visit once a year to supervise the teachers and give a report which could be the basis for the teacher's promotion.

These conflicting perceptions, however, might represent some barriers between the recipients (teachers) and service givers (supervisors) in their communication patterns. When the teachers see the service givers (supervisors) as less qualified persons, they might not be so eager to ask for the supervisor's help and not be receptive to the supervisor's recommendations. It is possible that the recommendations and suggestions made by supervisors to improve the teaching-learning situation might tend to be ignored.

In any case, there seems to be a divergence between the supervisors' and teachers' perceptions on the following

factors, with the supervisors giving high estimates of themselves, and the teachers giving low estimates:

- Agreement among supervisors on the recommendations they make to teachers;
- Number of supervisors who know which criteria to use in teacher evaluation;
- Number of supervisors who know professional evaluation techniques;
- Agreement among supervisors as to the criteria to be used for teacher evaluation;
- Number of teachers' successes which can be evaluated accurately by the supervisors;
- Opinion of how many of the supervisors have ability to measure the success of the teachers accurately;
- Supervisors' adequacy of subject field knowledge;
- Opinion about the adequacy of supervisors' professional knowledge; and
- Number of the supervisors who believe in the helpfulness of supervisory activities.

The data indicate that teachers as recipients do not have high esteem for the supervisors' ability to evaluate teachers' successes accurately. However, 90 per cent of the supervisors said they do believe they are able to evaluate all or most of the teachers' successes accurately. This discrepancy may exhibit the teachers' distrust of the objectivity of supervisors' evaluations of teachers. Ögüs's study makes the point that "teachers are not evaluated objectively."¹ It seems likely that when a

¹Ögüs, op. cit., (research in progress).

supervisor makes his evaluation of a teacher's performance many teachers might not see the justification or rationalization as to why they were rated as "good," "average," or "poor."

Responses to Section III of the Questionnaires:
Degree of Importance and Frequency of
Application of Selected
Supervisory Activities

The reader may recall that in Section III of both questionnaires the same 21 statements were given to both the teachers and supervisors. They marked each question according to their perception of its importance and of its frequency. In this section data concerning the responses to each of the 21 suggested supervisory activities will be presented along with brief explanations in terms of teachers' and supervisors' perceptions. This presentation will provide the bases for discussing later the answers to the specific questions which are Objectives III-VII of this study.

Assisting Teachers to Improve Their
Teaching Methods (T/1-34, S/1-29)

Both teachers and supervisors found this activity "very important." It received the highest Wq of importance from the supervisors and fifth highest from the teachers. Regarding perceptions of frequency, however, there was a real difference between teachers' and supervisors' responses. Of the supervisors, 64.42 per cent said that it was "always" applied but only 26.51 per cent of the

teachers said so. A chi-square test of the differences in "frequency" responses was significant beyond the .001 level of confidence.

Introducing Teachers to Professional Publications (T/1-35, S/1-30)

The two groups showed agreement on the importance of this activity. Wq of importance for this item ranks 12th for teachers and 11th for supervisors. However, there was a significant difference (beyond the .001 level) between teachers and supervisors regarding their perceptions of frequency of application. For example, 28.53 per cent of the teachers said that this activity was "never" applied, compared to 4.81 per cent of the supervisors.

Assisting Teachers with Student Discipline Problems (T/1-36, (S/1-31)

The two groups displayed differences in ranking the degree of importance of this activity. Wq of importance ranked 16th among teachers' responses and 9th among supervisors.

The supervisors and the teachers also showed marked differences in their "frequency of application" responses. Of the supervisors, 55.77 per cent said that this activity was "always" applied, in contrast to 25.46 per cent of the teachers. Moreover, 27.24 per cent of the teachers had perception that it was "never" applied, while only 1 per cent of the supervisors said so (chi-square significant beyond the .001 level).

Holding Educational Conferences with
Teachers (T/1-37, S/1-32)

Teachers and supervisors did not perceive this activity to be as important as others (Wq of importance ranked 20th among teachers and 19th among supervisors).

On the frequency of application, a majority of both groups inclined more toward "sometimes" and "never" choices (52.31% of the teachers said "sometimes," compared to 65.90% of the supervisors; and 36.31% of the teachers said "never," compared to 19.31% of the supervisors). The Wq of application ranked 19th and 21st for teachers and supervisors respectively. A chi-square test did not reach the .01 level of confidence.

Presenting Teachers with New Teaching Tools
and Demonstrating Their Uses (T/1-38, S/1-33)

Almost 90 per cent of the teachers and 95 per cent of the supervisors marked this activity as "very important" or "important." It received the second highest Wq of importance among the supervisors and tenth highest Wq among the teachers.

Although the Wq's of application were fairly close (16th for teachers and 14th for supervisors), the supervisors tended more frequently to mark "always" or "sometimes." The chi-square test was significant beyond the .001 level.

Giving Demonstration Lessons on How a
Given Subject Can be Taught Best
(T/1-39, S/1-34)

The Wq's of importance classify this as a less important activity among the 21 listed in the questionnaires (ranked 17th among teachers and 20th among supervisors).

Both groups also perceived this as a less frequently applied activity (Wq of application ranked 20th for both teachers and supervisors). There were however clear differences in the responses of application.

| | Teachers | Supervisors |
|-----------|----------|-------------|
| Always | 12.68% | 12.50% |
| Sometimes | 38.33% | 58.65% |
| Never | 39.67% | 16.35% |
| Undecided | 6.63% | 10.58% |

Chi-square = 15.6, significant beyond .001 level.

Becoming an Educational Advisor to
Teachers on Educational Problems When
They Need It (T/1-40, S/1-35)

Teachers seemed to place more importance on this activity than the supervisors did (Wq of importance ranked 8th for teachers and 15th for supervisors). Both supervisors and teachers appeared to agree that it was not applied frequently. A chi-square test of differences in the two groups' responses on frequency of application did not reach the .01 level of confidence.

Guiding Teachers on Methods for
Evaluation Student Achievement
(T/1-41, S/1-36)

The supervisors considered this activity more important than the teachers did (Wq of importance ranked 7th for supervisors, 15th for teachers).

The majority of the teachers and the supervisors agreed that this activity was "sometimes" applied. A chi-square test of the difference in the responses on application did not reach the .01 level of confidence.

Making Satisfactory Evaluation of
Teachers' Successes Using a Variety
of Evaluation Methods (T/1-44, S/1-39)

The groups showed relative agreement in their perceptions of the degree of importance for this activity (Wq of the importance ranked 14th for teachers, 16th for supervisors). With respect to frequency of application, the teachers distributed themselves approximately equally among the choices "always," "sometimes," and "never" but the supervisors more frequently marked "sometimes." Of the teachers, 31.51 per cent, compared to 7.69 per cent of the supervisors, said that this activity was "never" applied. A chi-square test of these latter differences is significant beyond the .001 level of confidence.

Evaluating the Teachers' Success As a
Whole, Not Emphasizing Minor Factors
(T/1-45, S/1-40)

For both groups this activity's Wq of importance ranked near the middle among 21 activities (9th for teachers,

12th for supervisors). However, 60.58 per cent of the supervisors said that it was "always" applied, whereas 37.85 per cent of the teachers had the same perception (chi-square significant beyond the .001 level).

Helping Teachers and Administrators With
Their Educational Problems (T/1-46,
S/1-41)

Both groups found this activity very important. The Wq of the importance ranked 4th for teachers and 3rd for the supervisors. Both the teachers and supervisors also perceived this activity as relatively frequently applied. Wq of application ranked 7th for teachers and 4th for supervisors. However, 64.42 per cent of the supervisors said that it was "always" applied, whereas 42.17 per cent of the teachers said so. A chi-square test of the differences in responses on application showed they were significant beyond the .001 level.

To Inform Teachers What is Professionally
Expected of Them and How They Will be
Evaluated (T/1-47, S/1-42)

More than 50 per cent of both the teachers and supervisors found this activity "very important" (Wq of importance ranked 7th and 8th for teachers and supervisors, respectively).

On frequency of application, 54.81 per cent of the supervisors perceived it as being "always" applied (compared with 33.91% of the teachers). On the other hand, 33.91 per cent of the teachers said it was "never" applied (compared

with 1.92% of the supervisors). A chi-square test of these latter differences was significant beyond the .001 level.

Encouraging Teachers to Publish
Articles Concerning Education
and Teaching (T/1-48, S/1-43)

More than half of both the teachers and supervisors marked this activity as "important," but the Wq's for importance and application ranked very low in both groups among the 21 activities (Wq of importance is 21st for both teachers and supervisors, and the Wq of application is 21st for teachers and 19th for supervisors). Nevertheless the chi-square test of differences between the two groups' patterns of responses on frequency of application was significant beyond the .001 level, with the teachers tending to perceive the activity as less frequently applied.

Treating Teachers as Equal
Colleagues (T/1-49, S/1-44)

Both the teachers and the supervisors perceived this activity as "very important," (56.10% of the teachers and 46.12% of the supervisors). Both groups agreed also in perceiving this activity as frequently applied. Of the supervisors, 58.65 per cent said that it was "always" applied and 44.86 per cent of the teachers also said so, and in this instance a chi-square test of significance did not reach the .01 level of confidence. The Wq of application ranked higher for the teachers (3rd) than for the supervisors (10th).

Making Constructive Criticisms
of Teachers (T/1-50, S/1-45)

This activity was perceived to be "very important" by more than 60 per cent of both the teachers and supervisors. Its Wq of importance ranks 3rd and 4th, and its Wq of application 1st and 2nd for teachers and supervisors, respectively. Of the supervisors, 73.08 per cent said that it was "always" applied, whereas only 41.31 per cent of the teachers said so (chi-square significant beyond the .001 level).

Respecting the Opinions of
Teachers (T/1-51, S/1-46)

There was agreement that this activity is "important" (the Wq of importance ranked 2nd for teachers and 6th for supervisors).

Though 72.12 per cent of the supervisors said that it was "always" applied, while only 46.69 per cent of the teachers said so (chi-square significant beyond the .001 level), the Wq of application nevertheless ranked 2nd for teachers and 1st for supervisors.

Accepting Teachers' Proposals for
New Approaches to Education which
are not Against Regulations
(T/1-52, S/1-47)

The Wq of importance of this activity ranked 13th for teachers and 18th for supervisors. On the frequency of application scale, proportionately more supervisors than the teachers marked "always" and "sometimes" choices, whereas proportionately more teachers than the supervisors

said that it was "never" applied. A chi-square test of these differences was significant beyond the .01 level.

Protecting Teachers' Rights When
They are Faced with Injustice
(T/1-53, S/1-48)

Both teachers (76.75%) and supervisors (58.65%) perceived this activity as "very important," and among the teachers its Wq of importance ranked first.

Regarding application of this activity, a greater percentage of supervisors (70.19%) than teachers (51.39%) said that it was "always" applied, while a greater percentage of teachers (19.79%) than supervisors (1.92%) said it was "never" applied (chi-square significant beyond the .001 level).

Allowing Teachers to Criticize the
Supervision and Supervisors
(T/1-54, S/1-49)

The Wq's for importance ranked 18th for teachers and 17th for supervisors, which suggest that both groups perceived this activity as of relatively lesser importance. Again, however, the supervisors perceived this activity as being applied with greater frequency than the teachers did. A chi-square test of these latter differences was significant beyond the .001 level.

The above presentations give a basis for discussing in the following pages answers to the questions which are Objectives III-VII in this study. However, in order also to give the reader an overview of the weighted assessments

of the supervisors and the teachers on importance and frequency of application of the 21 items, Table 5.17 was constructed. The table contains the ranks and weight quotients given to each item by both teachers and supervisors. The means and standard deviations of the weight quotients are also presented. The weight quotients (Wq) were found by using the method and formula explained at the beginning of this chapter.

Objective III: What is the Role Perception
of Supervisors About Themselves?

The data in Table 5.17 suggest that supervisors perceived all 21 activities as important but on somewhat different levels. The mean Wq of importance as perceived by supervisors was 64.43 and the standard deviation 12.40. These figures show that the members of the supervisors' group were consistent in their responses that these activities are "important."

Also the data in Table 5.17 display that supervisors have a very high assessment of their role performance. The mean Wq of frequency application was 57.47 and the standard deviation was 17.74 which show also that the supervisors' group was consistent in these responses. Supervisors tended to mark almost all items as "always" or "sometimes" applied.

The data suggest that (a) there was generally a high level of agreement among supervisors in their perception of the supervisors role, and (b) also there was a high level of agreement among supervisors that they think they perform these role activities most of the time.

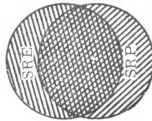
TABLE 5.17--Ranks of Weighted Assessments of Importance and Frequency of Application of
21 Selected Supervisory Activities.

| Item No. | Activity | Teachers | | Supervisors | | | | |
|----------|--|------------|-------------|-------------|-------------|------|----|------|
| | | Importance | Application | Importance | Application | | | |
| T/1-34 | Assisting teachers on the improvement of their teaching methods | 5 (68.3) | 8 | 40.6 | 1 | 78.9 | 3 | 75.1 |
| T/1-35 | Introducing teachers to professional publications | 12 (58.4) | 11 | 33.7 | 11 | 69.6 | 12 | 57.3 |
| T/1-36 | Assisting teachers on student discipline problems and their resolutions | 16 (53.9) | 15 | 29.3 | 9 | 71.1 | 8 | 67.9 |
| T/1-37 | Holding educational conferences with teachers | 20 (44.8) | 19 | 13.8 | 19 | 47.0 | 21 | 22.1 |
| T/1-38 | Introducing the teachers to new teaching tools and demonstrating their uses | 10 (61.9) | 16 | 25.2 | 2 | 78.8 | 14 | 52.9 |
| T/1-39 | Giving demonstration lessons | 17 (52.9) | 20 | 10.2 | 20 | 45.8 | 20 | 23.5 |
| T/1-40 | Becoming an educational advisor to teachers on educational problems | 8 (65.6) | 14 | 32.3 | 15 | 62.2 | 18 | 40.4 |
| T/1-41 | Guiding teachers on student achievement evaluation methods | 15 (54.2) | 17 | 23.3 | 7 | 72.6 | 16 | 44.4 |
| T/1-42 | Discussing with the teachers the positive and negative aspect of the teacher's methods | 11 (61.3) | 5 | 47.9 | 10 | 70.9 | 6 | 72.9 |
| T/1-43 | Discussing with the teachers the positive and negative aspects of their activities outside the classroom | 19 (47.8) | 10 | 36.5 | 14 | 62.3 | 7 | 70.2 |
| T/1-44 | Using a variety of evaluation methods to reach a satisfactory evaluation of teacher's success | 14 (54.3) | 18 | 17.6 | 16 | 60.5 | 17 | 42.4 |

| | | | | | | | | | |
|------------------------|---|------------------------|--------|------------------|------|------------------|------|----|------|
| T/1-45 | Evaluating teachers success as a whole | 9 | (62.9) | 7 | 41.1 | 12 | 63.2 | 9 | 66.9 |
| T/1-46 | Helping teachers and administrators with their educational problems | 4 | (70.3) | 6 | 47.4 | 3 | 78.8 | 4 | 73.2 |
| T/1-47 | Informing the teachers what is professionally expected of them and how they will be evaluated | 7 | (66.2) | 9 | 36.6 | 8 | 72.6 | 11 | 65.0 |
| T/1-48 | Encouraging teachers to publish articles | 21 | (36.2) | 21 | 10.1 | 21 | 35.3 | 19 | 32.0 |
| T/1-49 | Treating teachers as equal colleagues | 6 | (67.7) | 3 | 49.9 | 13 | 62.5 | 10 | 65.3 |
| T/1-50 | Making constructive criticism of teachers | 3 | (72.1) | 1 | 55.7 | 4 | 75.5 | 2 | 81.0 |
| T/1-51 | Respecting the opinions of teachers | 2 | (76.9) | 2 | 54.3 | 6 | 73.8 | 1 | 81.0 |
| T/1-52 | Accepting teachers' proposals for new approaches | 13 | (54.8) | 13 | 32.0 | 18 | 47.3 | 15 | 44.4 |
| T/1-53 | Protecting teachers rights when they are faced with injustice | 1 | (84.3) | 4 | 49.4 | 5 | 73.8 | 5 | 73.2 |
| T/1-54 | Allowing teachers to criticize the supervision system and supervisors | 18 | (50.7) | 12 | 33.6 | 17 | 50.0 | 13 | 56.8 |
| $\bar{X}_{TI} = 60.23$ | | $\bar{X}_{SI} = 64.23$ | | $S_{TI} = 11.22$ | | $S_{SI} = 12.40$ | | | |
| $\bar{X}_{TA} = 34.2$ | | $\bar{X}_{SA} = 57.47$ | | $S_{TA} = 13.78$ | | $S_{SA} = 17.74$ | | | |

Objective IV: To What Extent is There a
Consensus Among Supervisors in Their
Perceptions of Role Expectation
and Role Performance?

The data in Table 5.17 suggest that supervisors display a high convergence between their perceptions of role expectation and role performance. There is a high degree of overlap among the items which the supervisors ranked highest in importance and highest in frequency of application, which observation may be interpreted as indicating high convergence between role expectation and role performance as perceived by supervisors for their own role (Rho correlation is (.75)).



SRE: Supervisors' perception of role expectation for themselves.

SRP: Supervisors' perception of role performance for themselves.

Figure 5.1.--Convergence Between Role Expectation and Role Performance as Perceived by Supervisors.

The small difference (6.96) between the means of weighted assessment of importance (64.43) and application (57.47) also supports the conclusion that what supervisors expect from a "good" supervisor they think they also perform in their present roles. The test of significant difference between the means failed to indicate any significant difference between the supervisors' perceptions of role expectation and role performance.

Objective V: What is the Role Perception
of Teachers for Supervisors?

Though analysis of the independent variables reveals some interesting within group differences, it seems that there is generally a high level of agreement among teachers also in their perceptions of the supervisors' role.

According to the assessed weight quotients of the items, teachers also perceived all 21 supervisory activities as important, though also on different levels.

The mean of the assessed weight quotients of the activities for importance as perceived by teachers was 60.23 and the standard deviation of the mean was 11.22. These two figures also support the conclusion that teachers had high consensus on their role expectations for supervisors and they seemed to believe that a "good" supervisor may be expected to perform all the 21 activities.

The data in Table 5.17, on the other hand, display that teachers have very low assessments of supervisors role

performance. Teachers tended to mark almost all items as "sometimes" or "never" applied.

Only two activities--"making constructive criticism of teachers" (T/1-50) and "respecting the opinions of teachers" (T/1-51)--had weight quotients of application larger than 50 points. (The supervisors gave weight quotients of over 50 points to 14 of the activities.) For the remaining 19 activities teachers registered relatively low assessments of the frequency of application. Examination of the data displays that, according to teachers, supervisors do not perform these 21 activities very frequently. The low mean of frequency of application (34.2) supports this conclusion. At the same time, the standard deviation of the mean (13.78) suggests that members of the teachers' group are consistent in their perception of the supervisors' role performance.

The data on the role perception of teachers for supervisors suggests the conclusions that:

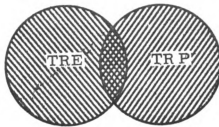
- (a) There was generally a high level of agreement among teachers in their perception of the supervisor's role.
- (b) There was also a high level of agreement among teachers that supervisors were not performing their expected role.

Objective VI: To What Extent is There a
Consensus Among Teachers in Their
Perception of the Supervisors'
Role Expectation and Role
Performance?

The data in Table 5.17 display on the surface what might appear to be convergence in what teachers expect from supervisors and what supervisors perform. In terms of the rankings of the weight quotients for importance and application there is a (.81) Rho correlation between the role expectation and role performance of teachers for supervisors. Also eight items are placed among the first ten high ranking items in both important and frequently applied activities. One might be tempted to conclude that what teachers perceive as important, supervisors also perform, and that there is no conflict between the role expectation and role performance of supervisors as perceived by teachers.

There is, however, a significant divergence if we use the means of weighted assessments of importance and frequency to show the degree of divergence between role expectation and role performance of supervisors as perceived by teachers. The reader will recall that there was a high level of agreement among teachers on the importance of the selected activities. The mean of weighted assessment of importance was 60.23. By contrast, teachers displayed low assessments of supervisors' role performance. Their mean for the weighted assessments of frequency of application was only 34.2. The difference between the mean is 26.03.

The "Z" test value (6.62) shows that this difference is significant beyond the .01 level.



TRE: Teachers' perception of role expectation for supervisors

TRP: Teachers' perception of role performance for supervisors

Figure 5.2.--Divergence Between Role Expectation and Role Performance Perceived by Teachers.

For some specific activities there were distinctive divergences between teachers' perceptions of role expectation and role performance for supervisors. Teachers perceived some activities--such as introducing teachers to new teaching tools and demonstrating their uses (T/1-38), becoming an educational advisor to teachers on educational problems (T/1-40), and protecting teachers' rights when they are faced with injustice (1-53)--as important but relatively less frequently applied activities. On the other hand, some activities--such as discussing with teachers the

positive and negative aspects of the teachers' method (T/1-42), discussing with teachers the positive and negative aspects of their activities outside the classroom (T/1-43), using a variety of evaluation methods to reach a satisfactory evaluation of teacher's success (T/1-44), and allowing teachers to criticize the supervision system and supervisors (T/1-54)--were perceived as relatively less important but more frequently applied.

These data taken together suggest the conclusions that:

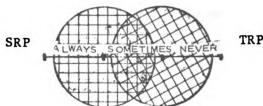
- (a) Teachers displayed a divergence in their perceptions of role expectations and role performance for supervisors.
- (b) There is a relatively high positive relationship between the rank order of importance and the rank order of frequency of application of 21 items. It seems likely that if an activity is deemed important, it will be more frequently applied. If an activity is considered relatively less important, it will be relatively less frequently applied.

Objective VII: How Do Supervisors' Perceptions of Their Roles Converge or Agree with Role Perceptions Held by Teachers?

In their assessing the importance and frequency of applications of 21 selected supervisory activities, the teachers and supervisors both diverged and converged in their perceptions. The two groups converged generally in

perceiving the activities as possessing importance, but again the teachers consistently estimated the frequencies of application of the activities to be lower than the supervisors' estimates. In the majority of cases of these latter assessments, the difference between the two groups was highly significant. While supervisors expressed that they frequently applied these activities, teachers said that they were not frequently applied. If one examines the percentages of both groups on the "never" choices, it is possible to see this discrepancy very clearly. In almost every item the percentages of teachers' responses on the "never" choices are 10-15 per cent higher than the percentages of supervisors' responses.

However, a significant positive relationship and a high convergence might also be observed between teachers and supervisors, as in Table 5.17, which shows the ranked weight quotients of frequently applied activities. This should not be interpreted to mean that there is no divergence between the groups on the role performance of supervisors. This means instead that both groups tended to agree on the relative frequencies of application of the several activities with respect to each other but at different over-all levels of application.



SRP: Supervisors' perception of their
role performance

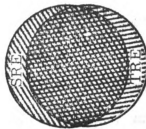
TRP: Teachers' perception of supervisors'
role performance

Figure 5.3.--Divergence Between Teachers and Supervisors
on the "Role Performance" of Supervisors.

The teachers seemed to incline toward the less frequently applied choices ("sometimes" and "never"), while supervisors inclined toward the more frequently applied choices ("always" and "sometimes"). The mean of the two groups on the weight quotients of application were 34.2 for teachers and 57.47 for supervisors. The difference between means is significant beyond the .01 level, which confirms that supervisors tended to think they more frequently apply these activities, and indicates a definite divergence between the groups on their perceptions of role

performance on the part of supervisors. It might be that supervisors might have an (unrealistically) high assessment of what they are accomplishing or, on the contrary, teachers might have (unrealistically) low assessments of what supervisors are doing. Whichever may be more realistic, their assessments were not the same.

The data also suggests a congruency between supervisors and teachers on the degree of importance of the selected 21 supervisory activities. Since both the supervisors and the teachers perceive most of these activities as important, this may imply that it would be well to include these 21 activities among those accepted by both groups as activities that a "good supervisor" should perform. In other words they might be accepted as "role expectations" for supervisors.



TRE: Teachers' perception of role expectation for supervisors.

SRE: Supervisors' perception of role expectation for themselves.

Figure 5.4.--Convergence Between Teachers and Supervisors on the Role Expectation for Supervisors.

If the rankings of items are compared between teachers' and supervisors' responses, it is possible to see a convergence on perceptions of role expectation. Seven items out of ten received high rankings of importance from both groups. Among the first five items the convergence was higher (four out of five). The Rho correlation coefficient of (.74) for the importance of the 21 items supports the above interpretation.

The very small difference (4.20) between the two groups' means of weighted importance quotients similarly indicates convergence (the mean of weighted assessment of importance for teachers was $\bar{X}_t = 60.23$, for the supervisors $\bar{X}_s = 64.43$).

It seems possible also to observe further patterns between supervisors and teachers in their assessments of importance and of application of the 21 selected supervisory activities. If one examines the assessed weight quotients on the five top ranked important activities, it appears that teachers emphasize attitudinal aspects of supervisory activities, such as protecting teachers' rights, respecting the opinions of teachers, and making constructive criticisms of teachers. On the other hand, supervisors seem more to emphasize technical and professional activities as important, such as assisting teachers improve their teaching methods, introducing teachers to new teaching tools and demonstrating their uses, and helping teachers and administrators with their educational problems.

In case of the five most frequently applied activities, again teachers registered high rankings of attitudinal activities, such as making constructive criticism of teachers, respecting the opinion of teachers, treating teachers as equal colleagues, and protecting teachers' rights. Supervisors also registered high ranking of such activities as respecting the opinions of teachers, making constructive criticisms of teachers, and protecting teachers' rights.

The data on application again suggest the existence of a communications gap between how supervisors perceive what they attempt to do and how teachers perceive the services they receive. The supervisors appear to possess a much higher estimate of the regularity with which they perform various activities than the teachers possess as they perceive the supervisors performing them.

The data seem to support the conclusion that teachers perceive human relations activities as relatively more important and more frequently applied, and supervisors perceive technical supervisory activities as important. But supervisors also indicate that human relations activities are more frequently applied, which may suggest that supervisors might find it easier to apply good human relations than to provide technical assistance to teachers.

The data also indicate that there seems to be high congruency between supervisors and teachers on the 10 low ranked important and the ten low ranked frequently applied

supervisory activities. It seems likely that if an activity is less important it will be less frequently applied. These patterns suggest that both teachers and supervisors in Turkey, though they differ in their perceptions of the supervisors over-all regularity of application, tend to agree on which of the activities are relatively more or less important, and which are relatively more or less frequently applied. Rho correlations tend to confirm these observations.

Brookover and Gottlieb¹ define role conflict as a ". . . situation in which the incumbent (supervisor) of a focal position perceives that he is confronted with incompatible expectations (of teachers) in a particular area of behavior." The data support the conclusion that the teachers and supervisors both diverged and converged in their perceptions. According to Brookover's and Gottlieb's definition of role conflict these divergences could be classified as "role conflict" between or within the groups. As a summary of this section, Figure 5.5 attempts to diagram these role conflicts and role convergences more clearly.

The figure indicates that:

- (a) There is high convergence between supervisors' perceptions of their role expectation (SRE) and their role performance (SRP).
- (b) There is a high divergence or role conflict between teachers' role expectation

¹Brookover and Gottlieb, op. cit., p. 344.

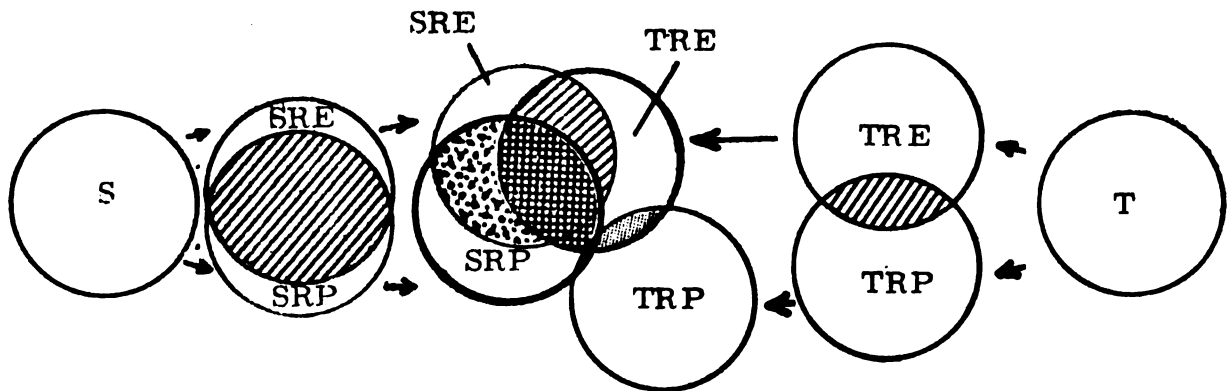


Figure 5.5.--Role Conflict and Role Convergence in the Perceptions of Supervisors and Teachers.

for supervisors (TRE) and teachers' perceptions of supervisors' role performance (TRP).

- (c) There is a convergence among supervisors' role expectation, teachers' role expectation and supervisors' perceptions of their own role performance.
- (d) But there is a divergence or role conflict between teachers' perceptions of supervisors' role performance on the one side and supervisors' role expectations, teachers' role expectations and supervisors' perceptions of of role performance on the other side.

Objective VIII: What are the Differences in
Perceptions Among Teachers and Supervisors
According to the Independent Variables?

As previously mentioned, to examine the possible existence of varying effects of independent variables within each of the two populations, items in Section II, III and IV were analyzed in more depth. The independent variables studied for teachers were "sex," "experience" and "field of study in which they were prepared," and for supervisors "age," "field of study" and "experience in supervision." Sex was not chosen as an independent variable for supervisors because of the small proportion of female supervisors (10.58%) in the sample. "Field of study," as an independent variable, was separated into three categories: (1) subjects which emphasize social values, viz., Turkish literature and the social sciences; (2) subjects which emphasize logic and exactness, viz., mathematics and physical science; and (3) subjects which emphasize specific technical skills, namely foreign languages and technical and vocational subjects. Experience in teaching was separated into two categories: (1) less experienced teachers who have less than 10 years experience in teaching; and (2) more experienced teachers who have 10 or more years experience in teaching. For supervisors "age" as an independent variable was separated into two categories: (1) Younger supervisors who are younger than 46 years old; (2) older supervisors, who are older than 46 years old. Experience in supervision was separated

into three categories: (1) supervisors with less than 5 years experience; (2) supervisors with 5-9 years experience; and (3) supervisors with more than 9 years experience.

The effects of independent variables were tested in two ways. First a chi-square technique was used to test whether there were significant differences among independent variable distributions, such as male-female, younger-older, etc., as compared with total group distributions. Second "Z" tests were used to test differences between the proportions in the distributions. Differences significant beyond the .05 level were accepted. Since the "Z" value for the .05 level of significance is 1.96, "Z" values larger than 1.96 were interpreted as a basis for rejecting the null hypothesis of no significant difference between proportions.

In both the groups the effects of independent variables were observed to be significant in many items. But in the supervisors' group, the independent variables seemed to have fewer effects on the responses of the supervisors than were observed among the teachers. In case of the teachers' group the independent variables appeared to have varying effects among the items as follows:

"Sex" and "field of study" had some effects on the teachers' perceptions of the supervisors' professional educational knowledge (T/1-18). Relatively greater proportions of female teachers seemed to perceive supervisors as "very good" or "good" in their educational knowledge

($Z=2.00$). Greater proportions of male teachers believed that supervisors' knowledge in education was "very little" ($Z=2.35$).

The teachers of foreign languages and technical and vocational subjects tended more to perceive the supervisors as having very little or no educational knowledge (the Z value is 2.50 for the difference in proportions between Turkish and social science teachers on the one hand and foreign language and technical and vocational teachers on the other, and the Z value is 2.27 between the latter and mathematics and science teachers).

"Sex" and "field of study" showed some effects also on the responses of the teachers for item (T/1-19): "How good was the last supervisor's knowledge in your specific field?" Proportionately more female teachers (67.68%) than the male teachers (58.81%) said that their last supervisors' specific field knowledge was "very good" or "good" ($Z=3$). A greater proportion of male teachers (23.09%) than female teachers (17.96%) said that the supervisor's specific field knowledge was only "fair" ($Z=2.08$). "Field of study" also made some differences in teachers' responses to this item. Proportionately more Turkish literature and social science teachers (68.48%) than the teachers from other fields of study said that the last supervisor's specific field knowledge was "very good" or "good" ($Z=4.72$). However, proportionately more teachers of foreign languages and of technical

and vocational subjects than the Turkish literature, social science, or science and mathematics teachers said the last supervisor's specific field knowledge was "very little" or "none" ($Z=7.5$).

Experience in teaching affected the responses of teachers to item (T/1-22): "During your supervision do you know what supervisors expect or to what they will pay special attention concerning educational matters?" A greater proportion of younger teachers who have less than 10 years experience in teaching (25.04%) than the older teachers (18.49%) said that they know "little" of what supervisors expect of them ($Z=2.92$).

All three independent variables had some effects on the responses of the teachers to item (T/1-23) "How do you feel when a supervisor enters your classroom?" A greater proportion of female teachers (40.05%) than male teachers (25.42%) said that they become excited ($Z=5.35$), whereas a greater proportion of male teachers (31.74%) than female teachers (18.80%) said they remain especially calm ($Z=5$). Also a greater proportion of less experienced teachers (34.52%) than more experienced ones (24.88%) said that they become excited ($Z=3.84$). More Turkish literature and social science teachers (34.12%) than foreign language and vocational and technical teachers seemed to become excited when a supervisor enters the classroom ($Z=2.35$).

Sex and field of study had some effects on responses to item (T/1-24) "When a supervisor enters your class do

change your teaching method?" A greater proportion of male teachers (13.18%) than the female teachers (7.46%) said that they become more organized and they teach their best ($Z=3.52$). A greater proportion of female teachers (85.36%) compared to male teachers (80.00%) said that they behave as usual and teach as usual ($Z=2.24$). Also a greater proportion of Turkish literature and social science teachers (14.63%) said that they become more organized and teach their best ($Z=2.5$).

Sex made some differences in the responses of the teachers to item (T/1-27) "How many of the supervisors believe in the helpfulness of the supervisory activities?" A greater proportion of male teachers (28.81%) than female teachers (18.53%) believed that all or more of the supervisors believe in the helpfulness of the supervisory activities ($Z=3.84$). A greater proportion of female teachers (67.30%) than the male teachers (57.32%) said that "few" or "none" of the supervisors believe in the helpfulness of supervisory activities ($Z=3.33$).

Field of study and experience in education had some effects in the responses of teachers to item (T/1-29): "In order to improve education and teaching processes, how many of the supervisors are equipped adequately with specific subject field knowledge?"

Differences between the group of Turkish literature and social science teachers and the group of mathematics and science teachers were not observed to be significant.

But the group of foreign language and technical, vocational teachers differed from the others. Greater proportion of teachers of Turkish literature and social science (38.64%) as well as teachers in mathematics and science (39.94%) said that "all" or "most" of the supervisors were equipped adequately with specific subject field knowledge, whereas a greater proportion of foreign language and technical and vocational teachers (67.58%) said that "half" of the supervisors had adequate subject field knowledge ($Z=2.22$). Moreover a greater proportion of those who have less than ten years' experience said that "all" or "most" of the supervisors had adequate subject field knowledge ($Z=2.5$).

To item (T/1-30): "How many of the supervisors are equipped adequately with professional educational knowledge?" A greater proportion of younger teachers (37.27%) than older teachers (29.93%) believed that "all" or "most" of the supervisors are equipped adequately with professional educational knowledge ($Z=2.5$).

To item (T/1-32): "How many of the supervisors know professional evaluation techniques in education?" A greater proportion of younger teachers (34.05%) than older teachers (27.83%) said that "all" or "most" of the supervisors know professional evaluation techniques in education ($Z=3.30$).

To item (T/1-33) a greater proportion of male teachers (41.05%) than female teachers (33.61%) said that among "all" or "most" supervisors there is an agreement as to the criteria to be used when teachers' evaluations are

being made ($Z=2.66$). A greater proportion of female teachers (39.34%) than male teachers (31.79%) were hesitant to give any opinion about this item. A greater proportion of older teachers (42.03%) than younger teachers (36.10%) expressed their idea that there was agreement among "all" or "most" supervisors as to the criteria to be used in teacher evaluation ($Z=2.14$). Proportionately more younger teachers (37.40%) than older teachers (29.05%) were hesitant to express their view about this item ($Z=3.07$).

Independent variables had some effects on the responses of teachers for the degree of importance and the frequency of application of the 21 supervisory activities.

To item (T/1-34, T/1-55): "Assisting teachers on the improvement of their teaching methods," a greater proportion of male teachers (60.12%) than female teachers (50.97%) responded as that this activity is "sometimes" applied ($Z=3.00$). Also a greater proportion of more experienced teachers (17.27%) than less experienced (10.02%) said that it was "never" applied ($Z=3.5$).

Field of study had some effects on the responses for item (T/1-35, T/1-56): "Introducing teachers to professional publications" a greater proportion of Turkish and social science teachers (40.70%) than science and mathematics (32.48%) and foreign languages, technical, vocational teachers (31.40%) said that this activity is "always" applied whereas more foreign language, technical, vocational teachers (38.57%) than science, mathematics (29.63%) and

Turkish, social science teachers (27.37%) said it was "sometimes" applied. All "Z" values are larger than 1.96.

A greater proportion of male teachers (47.68%) than female teachers (39.23%) said that "assisting teachers on student discipline problems and their solution (T/1-36, T/1-57) is a "very important" problem ($Z=3.00$), whereas a greater proportion of more experienced teachers (17.72%) than less experienced ones (12.11%) perceived this activity with lesser importance ($Z=3.00$). Also more male teachers (44.76%) than female teachers (35.51%) said that this activity is "sometimes" applied.

To item (T/1-37, S/1-58): "Holding educational conferences with teachers," a greater proportion of more experienced teachers, 10 years and more (17.15%) than the less experienced teachers (10.82%) perceived this activity with lesser importance ($Z=3.00$). Also a greater proportion of less experienced teachers (52.50%) than more experienced teachers (44.47%) said that this activity is "sometimes" applied ($Z=2.84$), whereas a greater proportion of more experienced teachers (39.56%) than less experienced teachers (30.67%) expressed their idea that this activity is "never" applied ($Z=3.19$).

To item (T/1-38, T/1-59): "Introducing the teachers to new teaching tools and demonstrating their uses," a greater proportion of female teachers (45.68%) than the male teachers (39.75%) said that this activity is an "important" one ($Z=2.00$). A greater proportion of science and

mathematics teachers (61.36%) perceived this activity as "very important" in contrast to the proportion of Turkish, and social science teachers (46.92%) and foreign language, technical and vocational teachers (48.90%), who said that it is an "important" activity. Also more science and mathematics teachers (36.57%) than Turkish, social science teachers said that this activity is "never" applied. All "Z" values for the significance of differences between the proportions are larger than 1.96.

To item (T/1-39, T/1-60): "Giving demonstration lessons on how a given subject can be taught best," more male teachers (37.77%) than female teachers (32.23%) perceived it as "important." Field of study had some effects on this item also. A greater proportion of Turkish and social science teachers (51.19%) than science, mathematics teachers (42.49%) and foreign language, technical and vocational teachers (41.03%) perceived this activity as "very important." (Z values are 2.40 and 2.67 respectively.) Also a greater proportion of male teachers (42.43%) than female teachers (34.64%) said that this activity is "sometimes" applied.

To item (T/1-40, T/1-61): "Becoming an educational advisor to teachers on educational problems when they need it," a greater proportion of male teachers (39.39%) than female teachers (29.58%) said that it is "sometimes" applied (Z=2.83).

To item (T/1-41, T/1-62): "Guiding teachers on student achievement methods," more male teachers (42.06%) than female teachers (33.43%) said that it is "sometimes" applied ($Z=3.00$), whereas a greater proportion of more experienced teachers (35.29%) than less experienced teachers (25.83%) said that it is "never" applied.

To item (T/1-44, T/1-65): "To reach a satisfactory evaluation of the teachers' success, if it is needed, using a variety of evaluation methods," a greater proportion of male teachers (45.08%) than female teachers (34.16%) perceived it as "very important" ($Z=3.66$).

A greater proportion of male teachers (60.84%) than female teachers (52.60%) perceived item (T/1-46, T/1-67): "Sincerely helping teachers and administrators with their educational problems" as "very important" ($Z=2.66$), while a greater proportion of female teachers (43.01%) than male teachers (35.91%) said that it is an "important" activity ($Z=2.33$). Also more male teachers (37.09%) than female teachers (29.81%) said that it was "sometimes" applied.

To item (T/1-47, T/1-68): "To inform teachers what is professionally expected of them and how they will be evaluated," a greater proportion of male teachers (61.06%) than female teachers (49.59%) said that it is a "very important" activity ($Z=3.66$) whereas more female teachers (42.88%) than male teachers (32.69%) said that it is "important" ($Z=3.33$). Also a greater proportion of less experienced teachers (39.90%) than more experienced teachers

(29.13%) perceived this activity as sometimes applied, whereas a greater proportion of more experienced teachers (30.34%) than less experienced teachers (22.85%) said that it was "never" applied.

A greater proportion of male teachers (26.00%) than female teachers (15.98%) said that item (T/1-48, T/1-69): "Encouraging teachers to publish articles concerning education and teaching" is a "very important" activity ($Z=4.48$).

To item (T/1-49, T/1-70): "Treating teachers as equal colleagues," a greater proportion of female teachers (51.53%) than male teachers (43.57%) said that supervisors "always" treat teachers as equal colleagues ($z=2.66$), whereas a greater proportion of male teachers (35.11%) than female teachers (27.86%) said that supervisors "sometimes" treat teachers as equal colleagues ($Z=2.48$).

To item (T/1-53, T/1-73): "Accepting teachers' proposals for new approaches to education which are not against teaching laws and regulations," a greater proportion of male teachers (41.19%) than female teachers (32.78%) said that this activity was "sometimes" applied ($Z=2.66$).

To item (T/1-54, T/1-75): "Allowing teachers to criticize the supervision system and supervisors," a greater proportion of male teachers (33.65%) than female teachers (28.13%) said that this activity was "sometimes" applied ($Z=2.12$).

Independent variables had also some effects on the responses of teachers on the degree of importance of the teachers' problems.

The problem of "ineffectiveness of the disciplinary system" (T/2-6) was perceived by a greater proportion of female teachers (32.24%) than male teachers (24.49%) as "important" ($Z=3.19$), while a greater proportion of male teachers (64.36%) than female teachers (54.75%) perceived it as "very important" ($Z=3.00$).

To the problem of "Inadequacy of teaching aids," (T/2-7) a greater proportion of Turkish-social science teachers (36.05%) than science-mathematics teachers (25.85%) and foreign language, technical, vocational teachers (32.96%) responded that it is an "important" problem ($Z=2.89$). Also a greater proportion of more experienced teachers (35.89%) than lesser experienced teachers (28.36%) said so ($Z=2.83$). However, a greater proportion of lesser experienced teachers (64.92%) than more experienced teachers (56.68%) perceived it as "very important" ($Z=2.66$).

For item (T/2-10): "Inadequacy of student activities," the field of study of teachers displayed some differences on the responses. A greater proportion of science and mathematics teachers (43.73%) than Turkish and social science (31.82%) and foreign language, technical, and vocational teachers (35.23%) perceived this activity as "not important" ($Z=3.20$ and $Z=2.5$) respectively. More Turkish and social science teachers (41.61%) and foreign

language, technical and vocational teachers (38.64%) than science, mathematics teachers perceived it "important" ($Z=3.47$ and $Z=2.89$ respectively).

To item (T/2-13): "Unavailability of research persons in the community to ask their professional help," a greater proportion of male teachers (59.39%) than female teachers (51.83%) responded as that this problem is "not important."

To item (T/2-14): "Requirement of testing students with two written and one oral examination," proportionately more foreign language, technical and vocational teachers (56.27%) and science and mathematics teachers (46.69%) than Turkish and social science teachers (42.01%) said that it is "not an important" problem. However, a greater proportion of Turkish and social science teachers (37.50%) than foreign language, technical and vocational teachers (26.53%) perceived it as "important."

To item (T/2.16): "Inability to resolve attendance problems," a greater proportion of Turkish and social science teachers (30.10%) than foreign language, technical and vocational teachers (22.35%) said that it is "not important" ($Z=2.41$). However, more foreign language, technical and vocational teachers (39.66%) and science and mathematics teachers (38.82%) than Turkish and social science teachers perceived it very important (all "Z" values are larger than 1.96).

To item (T/2.18): "Over crowded classes," proportionately more foreign language, technical and vocational teachers (27.25%) than science and mathematics teachers (19.88%) and Turkish and social science teachers (21.84%) responded as that this problem is "important." Also more science and mathematics teachers (72.33%) and Turkish and social science teachers (71.33%) than foreign language, technical and vocational teachers (62.64%) perceived this problem as "very important." All "Z" values are larger than 1.96.

To item (T/2.21): "Teaching program is too heavy," proportionately more Turkish and social science teachers (61.56%) and science and mathematics teachers (59.60%) than foreign language, technical, and vocational teachers (45.89%) responded as that this is a "very important" problem.

Effects of Independent Variables on Supervisors Responses

Age made differences on the responses of supervisors for item (S/1-33): "Presenting the teachers with the new teaching tools and demonstrating their uses." A greater proportion of the older supervisors (73.75%) found this activity "very important," whereas (50%) of the younger supervisors perceived so ($Z=2.05$).

Age also had some effects on the responses of supervisors for item (S/1-42): "To inform the teachers what is professionally expected of them and how they will

be evaluated." Proportionately more older supervisors (67.50%) perceived this activity as "very important" while (34.78%) of the younger supervisors said so ($Z=2.95$). Moreover a greater proportion of younger supervisors (52.17%) than the older supervisors (28.75%) said that this activity is "important" ($Z=1.99$). For the frequency of application of this item (S/1-63) proportionately more older supervisors (61.25%) than the younger supervisors (34.78%) said that this activity is always applied.

Experience in supervision had some effects on the responses of supervisors for item (T/1-66): "Making constructive criticism of the teachers." All supervisors (100%) who had more than 10 years and more experience in supervision displayed a total agreement that they always make constructive criticism of the teachers, whereas (69.05%) of the less experienced supervisors said so ($Z=2.10$).

Among the items on the problems of supervisors, independent variables had effects only on two items.

For the item (S/2-8): "Lack of enough time allowed to each teacher during supervision," a greater proportion of older supervisors (46.25%) who are 46 years and over, than the younger supervisors (21.74%) perceived this problem as "very important" ($Z=2.46$).

For the item (S/2.20): "Work load of supervisory duties not allowing proper time for self improvement and reading professional publications," there was a discrepancy between the Turkish-social science supervisors on the one

hand and the science-mathematics supervisors on the other hand on the degree of importance of this item. A greater proportion of the first group (59.26%) than the latter group (30.43%) perceived this problem as "important." However a greater proportion of science-mathematics supervisors (69.57%) than Turkish-social science supervisors (33.33%) said that this problem is "very important."

General Observations on Effects of Independent Variables

The data suggest that in Turkey female teachers may tend to give higher estimates to the qualification of the male "authority" figures in their profession than male teachers are prepared to give to their fellow male "authority figures." Sex differences in this study may be mainly a reflection of dominance--submissiveness relationships between males and females in the Turkish society at large.

Teachers in those fields (Turkish literature and social sciences) which were presumed in this study to emphasize social values appeared to hold higher estimates of supervisors' subject field knowledge than did teachers from more exact or technical fields. Perhaps specific knowledge is relatively more crucial to evaluating success in teaching mathematics, science, foreign language or technical vocational subjects, than it is in areas of social value. These findings of difference in effects of field of preparation throw further light both on the

teachers' generally relatively low estimates of supervisors' subject field knowledge and on supervisors' ranking high the problem of having to supervise teachers in fields outside ones own field of preparation. The data suggest the issue is a real one and that supervisors as well as teachers are aware of it.

The differences which younger inexperienced teachers displayed in their responses from older teachers do not reflect a sense of rebelliousness or rejection of the supervisor's "authority." On the contrary, they display patterns of higher estimates of supervisors' capacities, less knowledge of what supervisors expect of them, and more excitement when supervisors enter their classes. These appear to be patterns of awe for authority rather than resistance or rejection of it. Older teachers, by contrast, may be more "hardened" in the profession, more aware that supervisors may be made of "common clay" like themselves, and more prepared to believe they know as well--or better--than supervisors.

Objective IX: What are the Most Crucial
Problems which Supervisors and
Teachers Perceive They Have
Faced in Recent Years?

In Section IV of the questionnaires teachers and supervisors were given some questions based on "problems" which had been identified in the literature. The problem list for supervisors contained 15 questions and the teachers' list 16. Both teachers and supervisors were asked to rate

the problems on an evaluation scale which contained five choices: "very important," "important," "lacking importance," "not important" and "this is not a problem."

In order to find the weight of importance of the problems, an index was developed. Each of the choices was given a different weight as follows: very important (+5), important (+3), lacking importance (+1), and the choices of "not important" and "this is not a problem" were combined and given a weight of (-1). The total weighting for each question was found by multiplying the frequency of each choice by its weight value, and then adding them to find the total weight. Then a quotient of weight (W_q) for each problem was calculated using the same method described above on pages 15-16. The following weighted lists of problems for teachers and supervisors were then prepared. Item code numbers as per Appendix I, II, and III are entered in parentheses after each problem listed.

As a concluding question among the problems listed for supervisors in Section IV, supervisors were asked whether despite the above problems they were happy with their supervisory duties in general. Although the supervisors found all problems to have some degree of importance, 85.58 per cent of the supervisors said that they liked their job and duties.

If one examines Table 5.18 it is possible to see that among the seven problems at the top of the teachers'

TABLE 5.18.--The Problems of Teachers.

| Rank Order | | Weight Quotient |
|---------------|--|--------------------|
| 1. | Over crowded classes (2-18). | 81.8 |
| 2. | Inadequacy of teaching aids (2-7). | 80.1 |
| 3. | Ineffectiveness of the disciplinary system (2-6). | 76.3 |
| 4. | Lack of facilities for learning new innovations and information in education (2-19). | 76.2 |
| 5. | Teachers' desire to further educate himself is not aided by the Ministry (2-17). | 72.9 |
| 6. | Teaching program is too heavy (2-21). | 72.1 |
| 7. | Lack of chances given to attend professional courses and seminars (2-20). | 71.2 |
| 8. | Too many class hours a week (2-11). | 67.1 |
| 9. | Lack of proper teacher-student relations (2-8). | 64.6 |
| 10. | Inability to solve attendance problems (2-16). | 57.8 |
| 11. | Inadequate school library (2-9). | 57.8 |
| 12. | Insufficient number of available resource books in teaching field in the community (2-12). | 57.1 |
| 13. | Inadequacy of student activities (2-10). | 47.8 |
| 14. | Administrators' lack of assistance to teachers in educational matters (2-15). | 36.6 |
| 15. | Requirement of testing students with two written and one oral examination (2-14). | 34.4 |
| 16. | Unavailability of research persons in the community to ask their professional help (2-13). | 29.2 |

weighted ranking of sixteen problems, three of them have to do with professional advancement of teachers, such as lack of facilities for learning innovations, teachers' desire for further education not aided by the Ministry of Education, lack of chances to attend professional courses and seminars. The remaining four among the top seven teachers' problems may be construed as representing key frustrations to teachers' efforts to do a professional job, such as, overcrowded classes, inadequate teaching aids, ineffective discipline, and an overburden curriculum. Teachers perceived overcrowded classes as their most important problem.

In case of the supervisors, Table 5.19, only one of the problems presented to supervisors had to do with professional improvement, but the supervisors rated it third from the top (workload too heavy to engage in self-improvement or to read professional publications). Two of the top seven supervisors' problems had to do with inadequate support for their efforts on the part of the Ministry of Education, such as, lack of consideration of supervisors' proposals by the Ministry of Education, lack of Ministry of Education assistance in providing schools with recommended publications and teaching tools. The supervisors ranked Ministry of Education lack of consideration of their proposals as their most important problem, and it is interesting to note in connection with the supervisors' complaints about failure on the part of the Ministry of Education to provide recommended teaching tools, the

TABLE 5.19.--The Problems of Supervisors.

| Rank Order | | Weight Quotient |
|---------------|---|--------------------|
| 1. | Lack of consideration given to supervisors' proposals by relating departments of the Ministry of Education (2-15). | 81.5 |
| 2. | Scientific evaluation methods not used by the supervisors in order to measure teachers' success accurately (everybody does what he pleases) (2-16). | 75.2 |
| 3. | Work load of supervisory duties not allowing proper time for self-improvement and reading professional publications (2-20). | 74.4 |
| 4. | In some circumstances to be required to supervise subject areas which are outside of one's field (2-11). | 74.1 |
| 5. | Lack of assistance given by the Ministry of Education in providing the schools with recommended publications and teaching tools (2-19). | 73.3 |
| 6. | Insufficient money paid for this duty (2-10). | 72.1 |
| 7. | Lack of enough time allowed to each teacher during supervision (2-8). | 69.3 |
| 8. | Investigation duties interfering with the counselling duties (2-7). | 67.3 |
| 9. | Lack of follow-up by supervisors on the recommendations they make (2-13). | 67.3 |
| 10. | Too much time required to prepare supervisory reports (2-9). | 63.8 |
| 11. | The number of teachers to one supervisor (2-6). | 61.9 |
| 12. | Teachers' not expressing the problems that they face (2-18). | 60.0 |
| 13. | Lack of cooperation from teachers on the improvement of teaching and educational matter (2-14). | 58.8 |
| 14. | Facing difficulties in localities (food, board, adjustment to the climate) (2-12). | 58.4 |
| 15. | Lack of cooperation by the administrators in the improvement of teaching (2-17). | 56.4 |

teachers at the same time rank inadequate teaching aids as their most important problem next to overcrowded classrooms.

The supervisors ranked fourth the problem of having to supervise subject areas outside their own field. It is interesting to compare this response to the relatively low estimate which many teachers had of supervisors' subject field knowledge. Among their top seven problems, the supervisors listed the lack of accuracy in measuring teacher success as their second most important problem. The supervisors thus also appear to register a concern about effective teacher evaluation, even though their perceptions of their own capacities to achieve accurate evaluations is higher than teachers' perceptions of supervisors' capacities to do so.

Supervisors ranked 7th the lack of time to spend with individual teachers. In view of the size of their workload, it is not surprising to find supervisors rank 6th the insufficient pay they receive for their work, while 85 per cent of them at the same time indicated nevertheless that they like their jobs and duties.

These rankings of problems suggest certain degrees of convergence among the supervisors and teachers in their perceptions. Both groups indicate concern for such key problems as lack of adequate teaching tools and the need for accurate evaluation. Both groups share a common concern for professional self improvement. Both are frustrated by barriers to their accomplishing their professional

objectives. Both groups apparently desire to do their respective professional tasks in a professional manner.

Objective X: How Do Teachers and Supervisors
Believe Supervision Might Best Be
Reorganized in Turkey?

Both the teachers and supervisors were asked three questions concerning (1) changing the criteria for appointment of supervisors; (2) whether the current supervisory system should be changed; and (3) if so, what type of organization should be accepted. The following paragraphs present the responses of the teachers and supervisors on these three items.

Opinion About Changing the Criteria
for Appointment of Supervisors
(T/1-76, S/1-71)

For this item 5 choices were given to the supervisors and the teachers (15.27% of the teachers did not answer the item). In contrast to 16.52 per cent of the teachers, 39.42 per cent of the supervisors preferred the first choice, which suggested that present regulations should continue (8 years of teaching experience including 3 years of administrative experience and a diploma from a higher education institution). The teachers showed a slight preference for the fourth choice, which suggested that years of teaching and length of administrative experience should be increased (teachers--20.17%, supervisors--18.27%).

Whether the Current Supervisory System
Should be Changed (T/2-23, S/2-22. If
so, What Type of Organization should
be Accepted (T/2-24, S/2-23)

The teachers and the supervisors appeared to agree that the current supervisory system should be changed. Over 75 per cent of the two groups said "yes," whereas only 6.92 per cent of the teachers and 17.31 per cent of the supervisors said "no."

The first choice suggested that the current system should continue but investigation duties should be taken away from the supervisors and the supervisors should only be responsible for evaluation of educational activities. Only 8.55 per cent of the teachers marked this choice, but it received the highest percentage of choice among the supervisors (29.81%).

Of the teachers, 31.32 per cent and 22.12 per cent of the supervisors preferred the second choice, which suggested that there should be two types of supervisors, one to handle investigations and the administrative supervision and the second to serve as helper and counsellor to teachers on educational and teaching matters. This was the most popular choice among the two groups taken together.

The data on reorganization of the present supervisory system suggest that a large majority (over 75%) of both groups want change in the supervisory system. This might imply that both groups do not seem satisfied with the present system. Nevertheless, neither teachers nor supervisors voted in large numbers for reducing or

liberalizing the current criteria for appointment of supervisors. Indeed a plurality of supervisors indicated a preference for continuing current standards while the choice slightly most favored by teachers was for increasing the number of years of experience in teaching and administrative posts required to become a supervisor.

Responses of both groups to the alternatives offered in the questionnaires as to what type of different supervisory system should be accepted showed what appeared to be a common concern with the conflict in the roles of supervisors (a) as counsellor or helper to teachers, and (b) as investigator of teachers' or administrators' breaches. Among the supervisors a plurality (29.81%) voted for taking investigation duties away from supervisors altogether and making supervisors responsible only for evaluation of educational activities. Among the teachers a plurality (31.32%) voted for separating the two conflicting roles of supervisors into two separate professional positions--one to handle investigations and administrative matters and the other to serve as helpers and counsellors to teachers. More than 22 per cent of the supervisors also voted for this same choice, making it the favorite choice among the two groups combined. The data suggest that there would be a sizeable measure of support in both the teacher and supervisor groups for a change in the supervisory system which would liberate the counsellor role from the investigator's role and provide increased professional support and

help to teachers. The above data also seem to confirm Tomkin's suggestions that supervisors should be the helpers of teachers to improve the teaching-learning activities in the schools and the concept of "inspection" must be replaced by supervision.¹

Summary

The purpose of this chapter was the presentation and the analysis of the following data derived from the questionnaires sent to teachers and supervisors: (a) the group characteristics of the teachers and supervisors; (b) the main characteristics of supervisory visits and qualifications of supervisors; (c) the role perception of supervisors about themselves; (d) the degree of consensus among supervisors on supervisors' role; (e) the role perception of teachers for supervisors; (f) the degree of consensus among teachers in their perceptions of supervisors' role; (g) the degree of convergence or agreement between teachers' and supervisors' groups on the supervisors' roles; (h) the effects of independent variables on teachers' and supervisors' responses; (i) the problems which teachers and supervisors say they have faced in recent years; and (j) opinions of teachers and supervisors on the reorganization of the supervisory system in Turkey.

The following chapter presents the findings and implications of the study.

¹Tomkins, op. cit., p. 53.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The purpose of this study was to give a picture of current supervisor and teacher perceptions in the light of existing conditions in Turkey and in the light of current views of modern supervision. The study focused on ten main objectives related to the roles of supervisors in secondary schools. These are:

(1) The group characteristics of the teachers and supervisors; (2) the main characteristics of supervisory visits and qualifications of supervisors; (3) the role perception of supervisors about themselves; (4) the degree of consensus among supervisors on supervisors' role; (5) the role perception of teachers for supervisors; (6) the degree of consensus among teachers in their perceptions of supervisors' role; (7) the degree of convergence or agreement between teachers' and supervisors' groups on the supervisors' roles; (8) the effects of independent variables on teachers' and supervisors' responses; (9) the problems which teachers and supervisors say they have faced in recent

years; and (10) opinion of teachers and supervisors on the reorganization of the supervisory system in Turkey.

The study is recognized to be an initial exploratory research in the supervisory system in Turkey, which is an area never before studied intensively. It was hoped from this study that it would provide some useful data which could be used to develop improved objectives, practices, training, philosophy and organization of supervision in the Turkish education system.

Some of the main ideas and concepts in the educational literature concerning the supervisor's role and supervisory techniques were reviewed in Chapter II. This review focused mainly on

- evaluation of supervision in the American educational system
- existing supervision and supervisory activities
- Turkish literature on supervision.

As a summary of the research findings and the concepts in the relevant literature, several points may be represented:

First, the establishment and maintenance of a satisfactory and democratic relationship among all staff members is necessary. Second, modern supervision is democratic in the most enlightened sense. It is not a laissez-faire action, but instead a dynamic, understanding, sensitive leadership role. Third, modern supervision embraces the total school program. Therefore the supervisor must be well trained in various disciplines. Fourth, supervision

is not aimed to control and to rate the teacher but must aim to help the teacher in identifying, diagnosing and solving problems and his professional growth. Fifth, teacher evaluation is an intricate activity in which all aspects of educational activities must be taken into consideration. Sixth, prior to 1935 in the U.S. and to 1960 in Turkey, supervision was limited chiefly to inspection and rating or direction and enforcement. But since those days there have been attempts to move the aims of supervisory activities from traditional to modern ones.

The Turkish educational system and the roles and activities of Ministry supervisors are described extensively in Chapter III: the system of schools--primary, secondary, and higher education; administration of education; training and appointments of teachers; definition and status of supervisors; structure of the Board of Supervisors; appointment of supervisors--duties and activities of supervisors--such as general supervision, classroom supervision, examination supervision, investigation and inspection of newly established private or public educational institutions, investigations, and research; and finally six main problems of the Turkish supervisory system have been presented and described. These latter six problems are found to be:

1. Since the number of educational institutions and teachers have increased rapidly in recent years and the number of supervisors have remained the same, the supervisory

activities may tend to become routine, done mainly for the sake of applying the regulations.

2. In Turkey, since the operation of supervisory activities is controlled from the Board of Supervisors in the Capital at Ankara, local administrators in the provinces do not have under their jurisdiction any personnel for supervisory activities for educational institutions above the elementary schools.

3. Supervisors do not have any special professional training to be Ministry supervisors. They are trained as teachers, and after some years of "successful" service in teaching and administrative positions, they are appointed as supervisors. Consequently Turkish Ministry supervisors have limited or no additional professional training and it may fairly be said that they are not equipped with necessary professional knowledge in supervisory techniques.

4. Not enough time is allowed to each teacher during supervision and there is also a severe lack of time for supervisors' and teachers to devote to their own professional improvement.

5. The multiplicity of functions of the supervisors reveals perhaps the most crucial problem. A supervisor is expected to be an educator who helps the teacher professionally, an administrator who controls and improves the administrative process, an evaluator who makes merit rating of personnel, a judge or prosecutor to solve personal conflicts among the personnel, and a researcher to introduce

new ideas and innovations into the field of education. Some of these roles conflict with each other, and performing them effectively, all at the same time, seems impossible.

6. There is no consistent follow-up on supervisory activities. Since the supervisors do not have any permanently assigned locality, the probabilities of meeting the same teacher again are very slight.

In Chapter IV the design of this study is presented. Two questionnaires, one each addressed to teachers and supervisors, were developed which would elicit from teachers and Ministry supervisors their perceptions of the role and activities of the Ministry supervisors. The questionnaires contained questions in four sections (personal characteristics, questions about supervisors and their activities, the importance and frequency of application of 21 supervisory activities, the problems of teachers and supervisors).

The samples were drawn from two populations of teachers and supervisors and contained 1196 teachers and 104 supervisors. The data were collected successfully in the spring of 1971 and the return rate was 87.1 per cent for teachers and 90 per cent for supervisors. The data were processed in an IBM 1620 computer in the Planning, Research and Coordination Department of the Ministry of Education.

In interpreting the data, several different types of analysis were used. Chi-square techniques were used to test the significance of observed differences between

supervisors' responses and teachers' responses. In order to test the significance of differences among the proportions of independent variable distributions (such as male-female, younger-older, etc.), "Z" test techniques were used. A Spearman Rank Order (Rho) correlation technique was used to show relationships between the teachers' and supervisors' responses to the categories of importance and the categories of frequency of application of 21 selected supervisory activities. Finally, an index was developed to find an overall weight quotient within each group for every item. This process provided data with which to rank and classify activities according to each group's perception of their importance and frequency.

In Chapter V responses for each item were presented, analyzed and discussed in accordance with the objectives mentioned in Chapter I. The main findings of the study are summarized immediately below under "Conclusions."

Conclusions

In the light of the discussions in Chapter V, the main indications and conclusions which may reasonably be drawn from this study may be summarized as follows:

1. Findings for Section I of the questionnaire indicate that:

- Supervisors as a group are older than teachers with a quarter-century mean age difference between the two groups.

- Supervisors have proportionately more higher education than teachers.
- The position of supervisor in Turkey appears to be one which is achieved usually after lengthy experience in teaching and administration, near the end of one's professional career in education.

2. Findings from Section II of the questionnaire show that:

- Teachers generally do not perceive current supervisory activities as helpful. The data indicated that teachers may be supervised no more than once a year or once in two years, and therefore may not regularly receive help when they need it.
- There seems to be an underlying communications gap between supervisors and teachers regarding professional help provided by supervisors and received by teachers. While supervisors said they frequently provide professional help, teachers on the contrary said they are not helpful.
- Teachers have little confidence in the objectivity of evaluation of teachers by supervisors.
- Regarding the qualifications of supervisors in terms of their professional capacities and attitudes, the teachers and supervisors had different perceptions. The teachers tended to perceive the supervisors as not well qualified in subject matter fields, in professional knowledge, and in evaluation

techniques. On the other hand supervisors perceived themselves as well qualified in the above fields. The data suggest that supervisors enter into their contacts with teachers with much higher levels of confidence in their own qualifications and capacities than the teachers have.

- Most of the teachers perceived supervisors as sincere, friendly and likeable, which may reflect the fact that teachers are more accepting of supervisors as fellow human beings than as authorities in teaching.

3. Findings from Section III of the questionnaires indicate that in the assessment of the importance and frequency of application of 21 selected supervisory activities, the teachers and supervisors both diverged and converged in their perceptions:

- There was a high level within-group agreement among supervisors in their perception of the supervisors' role and also there was a high level within-group agreement among supervisors that they think they perform these role activities most of the time.
- Supervisors displayed a high convergence between their perceptions of role expectation and role performance.
- There was a high level within-group agreement among teachers in their perception of the supervisors' role.

- There was also a high level within-group agreement among teachers that supervisors were not performing their expected role.
- Teachers displayed a divergence in their perceptions of role expectations and role performance for supervisors.
- Both groups converged generally in perceiving 21 several activities to be important. This shows that there is a high level convergence between supervisors' and teachers' role expectation for supervisors.
- There was a high divergence or role conflict between teachers' role expectation for supervisors (TRE) and teachers' perceptions of supervisors' role performance (TRP).
- There was a convergence among supervisors' role expectations, teachers' role expectation and supervisors' perceptions of their own role performance.
- There is a divergence or role conflict between teachers' perceptions of supervisors' role performance on the one side, and supervisors' role expectations, teachers' role expectations and supervisors' perceptions of role performance on the other side.
- It appears that teachers emphasize attitudinal aspects of supervisory activities while supervisors

seem more to emphasize technical and professional activities as important.

- Supervisors seem to have an unrealistically high assessment of what they are accomplishing.
- Teachers perceive human relations activities as important and more frequently applied, while supervisors perceive technical supervisory activities as important, but they too perceive that human relations activities are frequently applied.
- Teachers and supervisors had a high consensus on which are the less important and least frequently applied activities. If an activity was perceived less important by both groups, it seems probable that it would also be perceived by both groups as least frequently applied.

4. Findings from Section IV of the questionnaire indicate the following:

- A large majority of both teachers and supervisors want change in the system. This suggests that both groups do not seem satisfied with the present system. The change which is more emphasized by both groups is to separate the two conflicting roles: (a) supervisors as counselors or helpers to teachers, and (b) supervisors as investigators of teachers' or administrators' breaches. Both groups emphasized that the supervisors' role

should be to help the teachers to improve teaching-learning activities.

- Teachers and supervisors display certain degrees of convergence in their perceptions of key problems of education, such as lack of adequate teaching tools and the need for accurate evaluation.
 - Also both groups share a common concern for professional self-improvement.
 - Teachers and supervisors feel frustrated by barriers to their accomplishing professional objectives.
- But supervisors say that despite the problems they face on supervisory duties, they like their supervisory job.

5. Findings from the analyses of independent variables show that:

- Female teachers and less experienced teachers tend to give higher estimates to the qualifications of supervisors and hold their authority in greater awe.
- Turkish literature and social sciences teachers hold higher estimates of supervisors' subject field knowledge than do teachers from other fields.

Implications

From the findings of this study certain implications may be suggested. These implications might be useful to the decision makers of the Ministry of Education of Turkey, should they undertake to reorganize and develop the educational supervisory activities of Turkey.

1. The educational supervisory system in Turkey should be reorganized in the light of modern supervisory principles in order to eliminate deficiencies identified by this study. For this purpose:

- The number of supervisors could well be increased fourfold at least (to a minimum ratio of one supervisor for one hundred teachers).
- In order to provide necessary professional help to teachers when they need it, supervisors should be based closer to the schools, perhaps in provincial or regional centers.
- The present conflict in roles between educational counselor and investigator should be separated and supervisors should deal only with educational activities.
- Supervisory roles of the Ministry supervisors and criteria for evaluating the teachers should be cooperatively redefined and jointly implemented by both the supervisors (the evaluators) and the teachers (the evaluatees).

2. The Ministry of Education should regularly supply the supervisors with new teaching materials, new resource books, and other publications to be used to introduce new ideas to teachers.

3. The Ministry of Education should support the supervisors' proposals concerning development of educational activities.

4. Supervisors are expected to have better training and educational knowledge than teachers. Supervisors should perhaps, therefore, be provided with advanced in-service training and studies designed specifically to give them more skill in supervision. For this purpose:

- Decision makers should take into consideration developing a program of in-service seminars for supervisors, in order to train them in new trends in education and modern supervisory techniques. These seminars might well include representation from among both teachers and present supervisors in order to help strengthen communications between these two groups of professional people.
- A sound program of professional training for supervisors should be organized with the collaboration of the universities. This program might well emphasize modern educational philosophy, modern educational supervision techniques, curriculum development, tests and measurements, human relations and child development.

5. Greater numbers of supervisors should be added to the staff and efforts should be made to select new staff from among relatively younger people. A greater number of younger people might add strength to the system and expedite its modernization.

6. The data indicate that teachers as recipients do not have high esteem for supervisors' ability to evaluate

teachers' successes accurately. This may exhibit the teacher's distrust of the objectivity of the supervisors' evaluations of teachers. Also Ogus's study makes the point that "teachers are not evaluated objectively."

From this finding it is suggested that:

- a) the function of evaluating the teachers' performance should be excluded from supervisors' role;
- b) if evaluating teachers' successes is a must for the promotion of teachers, this function could be given to the school directors completely, who in the present system are the main immediate evaluators of teachers.

7. An experiment and a follow-up study should be made to evaluate further developments of the supervisory system. For example, the following steps might be taken. A number of younger candidates for supervisory duties should be selected as a pilot group, and they should be given at least one or two years' advanced training in education and educational supervision techniques beyond the university level. Secondly, these candidates should work in the field as supervisors in applying modern supervisory techniques and in conducting in-service workshops with teachers at provincial levels. Thirdly, after a sufficient term of application in the field (3-5 years) an evaluation should be made to measure whether these

supervisors succeed in achieving improved practices and effects which would be beneficial to the system as a whole.

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APPENDICIES

APPENDIX I

RESEARCH DATA

- A. QUESTIONS FOR BOTH TEACHERS AND SUPERVISORS
- B. QUESTIONS ON IMPORTANCE AND FREQUENCY OF
APPLICATION OF 21 SELECTED ACTIVITIES
- C. QUESTIONS ONLY FOR TEACHERS
- D. QUESTIONS ONLY FOR SUPERVISORS

A

QUESTIONS FOR BOTH TEACHERS AND SUPERVISORS

(T/1-6, S/1-6): What is your age?

| | <u>Teachers</u> | | | <u>Supervisors</u> | |
|--------------|-----------------|-----|--------------|--------------------|----|
| | % | N | | % | N |
| Less than 25 | 11.53 | 120 | Less than 30 | 0.00 | 0 |
| 25-35 | 56.87 | 592 | 31-45 | 23.08 | 24 |
| 36-45 | 20.17 | 210 | 46-60 | 70.19 | 73 |
| 46-55 | 8.36 | 87 | 61 or over | 6.73 | 7 |
| 56 or over | 2.79 | 29 | | | |

(T/1-7, S/1-7): What is your sex?

| | <u>Teachers</u> | | | <u>Supervisors</u> | |
|--------|-----------------|-----|--|--------------------|----|
| | % | N | | % | N |
| Female | 35.35 | 368 | | 10.58 | 11 |
| Male | 62.82 | 654 | | 86.54 | 90 |

(T/1-8, S/1-8): What is your field of study (your major in school)?

| | <u>Teachers</u> | | | <u>Supervisors</u> | |
|---------------------------------|-----------------|-----|--|--------------------|----|
| | % | N | | % | N |
| Turkish Literature | 19.50 | 203 | | 15.38 | 16 |
| Mathematics and Science | 34.39 | 358 | | 15.38 | 16 |
| Social Sciences | 9.13 | 95 | | 22.12 | 23 |
| Foreign Language | 5.76 | 60 | | 6.73 | 7 |
| Arts and Handcrafts | 9.80 | 102 | | 8.65 | 9 |
| Teacher Training Courses | 4.03 | 42 | | 8.65 | 9 |
| Boys' Vocational and Technical | 4.80 | 50 | | 12.50 | 13 |
| Girls' Vocational and Technical | 4.80 | 50 | | 4.81 | 5 |
| Others | 6.44 | 67 | | 5.77 | 6 |

(T/1-9, S/1-13): The school from which you graduated last, or the course or examination which is the basis of your job now?

| | <u>Teachers</u> | | | <u>Supervisors</u> | |
|--------------------------------------|-----------------|-----|--|--------------------|----|
| | % | N | | % | N |
| University | 12.39 | 129 | | 26.92 | 28 |
| Higher Teachers School | 3.94 | 41 | | 18.27 | 19 |
| Technical Higher Institution | 8.36 | 87 | | 18.27 | 19 |
| Educational Institute | 65.51 | 682 | | 28.85 | 30 |
| Foreign College or a University | 0.29 | 3 | | 4.81 | 5 |
| Secondary Level Vocational School | 2.11 | 22 | | 0.00 | 0 |
| Graduate of Courses or Through Exams | 3.84 | 40 | | 0.00 | 0 |
| Others | 2.59 | 27 | | 2.88 | 3 |

(T/1-10, S/1-11): Including administrative positions, how long have you been in the teaching profession?

| | <u>Teachers</u> | | | <u>Supervisors</u> | |
|-------------------|-----------------|-----|--------------------|--------------------|----|
| | % | N | | % | N |
| Less than 2 years | 1.92 | 20 | Less than 10 years | 1.92 | 2 |
| 2-4 years | 25.46 | 265 | 10-14 years | 2.88 | 3 |
| 5-9 years | 31.99 | 333 | 15-19 years | 10.58 | 11 |
| 10-19 years | 23.63 | 246 | 20-24 years | 24.04 | 25 |
| 20-29 years | 13.16 | 137 | 25-29 years | 26.92 | 28 |
| 30 or over | 3.46 | 36 | 30 or over | 32.64 | 34 |

(T/1-15): During your last supervision, was the supervisor helpful in introducing you to new professional publications in your field?

| | <u>Teachers</u> | |
|-------------------------|-----------------|-----|
| | % | N |
| Was very helpful | 4.32 | 45 |
| Not as much as expected | 18.83 | 196 |
| Was not helpful | 75.50 | 786 |

(S/16): During your supervisory activities do you present the teachers with the new publications in their field?

| | <u>Supervisors</u> | |
|-----------|--------------------|----|
| | % | N |
| Always | 51.92 | 54 |
| Sometimes | 46.15 | 48 |
| Never | 0.96 | 1 |

(T/1-14): During your last supervision was the supervisor helpful in introducing you to the new teaching materials in your field?

| | <u>Teachers</u> | |
|-------------------------|-----------------|-----|
| | % | N |
| Was very helpful | 6.82 | 71 |
| Not as much as expected | 28.91 | 301 |
| Was not helpful | 62.54 | 651 |

(S/1-15): During your supervisory activities do you present the teachers with new teaching materials? Do you recommend them to be used?

| | <u>Supervisors</u> | |
|-----------|--------------------|----|
| | % | N |
| Always | 62.50 | 65 |
| Sometimes | 36.54 | 38 |
| Never | 0.00 | 0 |

(T/1-16): During your last supervision did the supervisor make recommendations toward improving your teaching methods?

| | <u>Teachers</u> | |
|-----|-----------------|-----|
| | % | N |
| Yes | 53.51 | 555 |
| No | 44.76 | 466 |

(T/1-17): How useful did you find the recommendations for improving your teaching method?

| | <u>Teachers</u> | |
|------------------------------|-----------------|-----|
| | % | N |
| Useful | 18.64 | 194 |
| Partly useful | 34.58 | 360 |
| Not necessary and not useful | 6.34 | 66 |
| No opinion | 5.19 | 54 |

(S/1-14): During your supervisory activities do you make recommendations for the improvement of teachers' teaching methods?

| | <u>Supervisors</u> | |
|-----------|--------------------|----|
| | % | N |
| Always | 93.27 | 97 |
| Sometimes | 5.77 | 6 |
| Never | 0.00 | 0 |

| Choices | Responses | | | |
|--|-----------|-----|-------------|----|
| | Teachers | | Supervisors | |
| | % | N | % | N |
| (T/1-25, S/1-21): In your opinion is there agreement among supervisors on the recommendations they make to teachers? | | | | |
| Total agreement | 7.11 | 74 | 21.15 | 22 |
| Some agreement | 34.49 | 359 | 67.31 | 70 |
| None | 32.66 | 340 | 0.00 | 0 |
| I cannot give any opinion | 24.78 | 258 | 9.62 | 10 |
| (T/1-26, S/1-22): Do you believe that school inspections by supervisors help to improve the educational and teaching processes of the school? | | | | |
| Very much | 36.50 | 380 | 75.00 | 78 |
| Very little | 29.88 | 311 | 22.12 | 23 |
| None | 24.50 | 255 | 0.00 | 0 |
| Undecided | 8.45 | 88 | 1.92 | 2 |
| (T/1-27, S/1-23): If you had to make a generalization, in your opinion, how many of the supervisors believe in the helpfulness of the supervisory activities? | | | | |
| All of them | 1.54 | 16 | 2.88 | 3 |
| Most of them | 23.34 | 243 | 66.35 | 69 |
| Half of them | 13.74 | 143 | 17.31 | 18 |
| Few of them | 54.76 | 570 | 12.50 | 13 |
| None of them | 5.67 | 59 | 0.00 | 0 |
| (T/1-28, S/1-18): In your opinion, how many of the teachers successes are the supervisors able to evaluate accurately during their supervision? | | | | |
| All of them | 1.15 | 12 | 12.50 | 13 |
| Most of them | 18.25 | 190 | 76.92 | 80 |
| Some of them | 61.29 | 638 | 9.62 | 10 |
| None of them | 18.54 | 193 | 0.00 | 0 |
| (T/1-29, S/1-24): In order to improve the education and the teaching processes, how many of the supervisors are equipped adequately with specific "subject field" knowledge? | | | | |
| All of them | 3.36 | 35 | 20.19 | 21 |
| Most of them | 31.32 | 326 | 68.27 | 71 |
| Half of them | 22.67 | 236 | 6.73 | 7 |
| Few of them | 37.66 | 392 | 3.85 | 4 |
| None of them | 3.27 | 34 | 0.00 | 0 |

| Choices | Responses | | | |
|--|-----------|-----|-------------|----|
| | Teachers | | Supervisors | |
| | % | N | % | N |
| (T/1-30, S/1-25): In order to improve the education and teaching processes, how many of the supervisors are adequately equipped with educational knowledge (educational methods, educational psychology, educational sociology, educational philosophy)? | | | | |
| All of them | 3.07 | 32 | 5.77 | 6 |
| Most of them | 30.55 | 318 | 56.73 | 59 |
| Half of them | 23.05 | 240 | 26.92 | 28 |
| Few of them | 38.52 | 401 | 7.69 | 8 |
| None of them | 2.88 | 30 | 0.96 | 1 |
| (T/1-31, S/1-26): How many of the supervisors know which criteria to use in teacher evaluations? | | | | |
| All of them | 2.59 | 27 | 10.58 | 11 |
| Most of them | 29.97 | 312 | 69.23 | 72 |
| Half of them | 24.59 | 256 | 13.46 | 14 |
| Few of them | 35.45 | 369 | 5.77 | 6 |
| None of them | 5.00 | 52 | 0.00 | 0 |
| (T/1-32, S/1-27): How many of the supervisors know professional evaluation techniques in education? | | | | |
| All of them | 2.59 | 27 | 3.85 | 4 |
| Most of them | 28.15 | 293 | 50.96 | 53 |
| Half of them | 25.46 | 265 | 23.08 | 24 |
| Few of them | 36.22 | 377 | 17.31 | 18 |
| None of them | 5.09 | 53 | 0.00 | 0 |
| (T/1-33, S/1-28): When the teachers' evaluations are being made, is there an agreement among the supervisors as to the criteria to be used? | | | | |
| All will agree | 1.63 | 17 | 6.73 | 7 |
| Most will agree | 36.41 | 379 | 84.62 | 88 |
| None will agree | 26.80 | 279 | 0.00 | 0 |
| I cannot give any opinion | 34.10 | 355 | 7.69 | 8 |

| Choices | Responses | | | |
|---|-----------|-----|-------------|----|
| | Teachers | | Supervisors | |
| | % | N | % | N |
| (T/1-76, S/1-71): According to the 7th article of the regulations of the Ministry of Education's Board of Supervisors, in order to be appointed as a supervisor one should be a graduate of a University or a higher Institution, have at least 8 years of teaching experience in a secondary or higher institution, in this period also have an administrative experience for at least 3 years and finally, to be noted as successful in both of these areas of service. | | | | |
| In your opinion, concerning the appointment of the inspectors which of the following should be considered? | | | | |
| Present regulations concerning years of service should continue | 16.52 | 172 | 39.42 | 41 |
| There should be 8 years of teaching required without any administrative service | 14.12 | 147 | 0.96 | 1 |
| Years of administrative service should be increased but teaching period should be limited to 5-8 years | 12.30 | 128 | 18.27 | 19 |
| Years of teaching and administrative service should be increased | 20.17 | 210 | 18.27 | 19 |
| Teaching and administrative services should be limited | 17.58 | 183 | 14.42 | 15 |
| Please, give your proposals other than indicated above | 4.03 | 42 | 4.81 | 5 |
| (T/2-23, S/2-22): Would you like the current supervisory system to be changed? | | | | |
| Yes | 79.73 | 830 | 80.76 | 92 |
| No | 6.92 | 72 | 17.31 | 18 |
| (T/2-24, S/2-23): If your answer is "yes", which of the proposals listed below is most beneficial? | | | | |
| 1. Current system should continue, but the investigation duties should be taken away from the supervisors, and given to a newly established "Board of Inquiry" and the supervisors should only be responsible for evaluation of educational activities. | 8.55 | 89 | 29.81 | 31 |

| Choices | Responses | | | |
|---|-----------|-----|-------------|----|
| | Teachers | | Supervisors | |
| | % | N | % | N |
| 2. There should be two types of supervisors. The first one should work with investigations and administrative supervision. The second one should serve as a helper and a counsellor to teachers on educational and teaching matters. | 31.32 | 326 | 22.12 | 23 |
| 3. There should be regional supervisory directorates, and in these directorates there should be one director and a sufficient number of supervisors. The directors should have the authority to plan and execute a regional supervision program. All the supervisory duties of this region (courses, examinations, administrative supervision and investigations), should be given to these supervisors. | 13.16 | 137 | 5.77 | 6 |
| 4. There should be two types of supervisors. The first one should deal with investigations and Ankara should be the central office. The second one should work as a "guidance supervisor," who would be attached to the educational director of the district, and they should work as helpers and counsellors to the teachers on educational matters. | 16.23 | 169 | .96 | 1 |
| 5. There should be two kinds of supervisors. The first one should be attached to the Board of Education and the Ministry central organization as "Ministry General Supervisors." Their duties should be to carry on research to help the above offices and evaluate the Turkish educational activities as a whole. The second one as a "Ministry Supervisor" should perform such duties as evaluation, counselling, and supervision of the administration and teaching personnel. | 16.43 | 171 | 22.12 | 23 |
| 6. I propose something entirely different than the ones listed above (please, write your proposal in the space available on the back of this page). | 1.92 | 20 | 2.88 | 3 |

B

QUESTIONS ON IMPORTANCE AND FREQUENCY OF
APPLICATIONS OF 21 SELECTED ACTIVITIES

| | <u>Teacher</u> | | <u>Supervisor</u> | |
|--|----------------|-------|-------------------|-------|
| | N | % | N | % |
| Assisting teachers on the improvement of their teaching methods: | | | | |
| <u>Importance</u> | 1/34 | | 1/29 | |
| Very important | 584 | 65.10 | 71 | 68.27 |
| Important | 391 | 37.56 | 29 | 27.88 |
| Lacking importance | 33 | 3.17 | 1 | 0.96 |
| Not important | 14 | 1.34 | - | - |
| Undecided | 10 | 0.96 | 1 | 0.96 |
| <u>Application</u> | 1/55 | | 1/50 | |
| Always | 276 | 26.51 | 67 | 64.42 |
| Sometimes | 581 | 55.81 | 32 | 30.77 |
| Never | 132 | 12.68 | 1 | 0.96 |
| Undecided | 32 | 3.07 | 2 | 1.92 |
| Introducing teachers to new professional publications: | | | | |
| <u>Importance</u> | 1/35 | | 1/30 | |
| Very important | 467 | 44.86 | 55 | 52.88 |
| Important | 452 | 43.42 | 43 | 41.35 |
| Lacking importance | 56 | 5.38 | 1 | 0.96 |
| Not important | 32 | 3.07 | 2 | 1.92 |
| Undecided | 15 | 1.44 | 1 | 0.96 |
| <u>Application</u> | 1/56 | | 1/51 | |
| Always | 346 | 33.24 | 46 | 44.23 |
| Sometimes | 324 | 31.12 | 44 | 42.31 |
| Never | 297 | 28.53 | 5 | 4.81 |
| Undecided | 43 | 4.13 | 5 | 4.81 |
| Assisting teachers on student discipline problems and their resolutions: | | | | |
| <u>Importance</u> | 1/36 | | 1/31 | |
| Very important | 457 | 43.90 | 57 | 54.81 |
| Important | 398 | 38.13 | 38 | 36.54 |
| Lacking importance | 96 | 9.22 | 2 | 1.92 |
| Not important | 51 | 4.90 | - | - |
| Undecided | 21 | 2.02 | 3 | 2.88 |
| <u>Application</u> | 1/57 | | 1/52 | |
| Always | 265 | 25.46 | 58 | 55.77 |
| Sometimes | 416 | 39.96 | 39 | 37.50 |
| Never | 255 | 24.50 | 1 | 0.96 |
| Undecided | 70 | 6.72 | 4 | 3.85 |

| | <u>Teachers</u> | | <u>Supervisor</u> | |
|--|-----------------|-------|-------------------|-------|
| | N | % | N | % |
| Holding educational conferences with teachers: | | | | |
| <u>Importance</u> | 1/37 | | 1/32 | |
| Very important | 307 | 29.49 | 29 | 27.88 |
| Important | 540 | 51.87 | 59 | 56.73 |
| Lacking importance | 92 | 8.84 | 8 | 9.69 |
| Not important | 45 | 4.32 | 1 | 0.96 |
| Undecided | 40 | 3.84 | 5 | 4.81 |
| <u>Application</u> | 1/58 | | 1/53 | |
| Always | 108 | 10.37 | 13 | 12.50 |
| Sometimes | 497 | 47.74 | 58 | 55.77 |
| Never | 345 | 33.14 | 17 | 16.35 |
| Undecided | 58 | 5.57 | 13 | 12.50 |

Presenting the teachers with new teaching tools and demonstrating their uses:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/38 | | 1/33 | |
| Very important | 498 | 47.84 | 70 | 67.31 |
| Important | 427 | 41.02 | 30 | 28.85 |
| Lacking importance | 40 | 3.84 | 1 | 0.96 |
| Not important | 31 | 2.98 | - | - |
| Undecided | 22 | 2.11 | 1 | 0.96 |
| <u>Application</u> | 1/59 | | 1/54 | |
| Always | 246 | 23.63 | 43 | 41.35 |
| Sometimes | 362 | 34.72 | 46 | 44.23 |
| Never | 334 | 32.08 | 8 | 7.69 |
| Undecided | 58 | 5.57 | 5 | 4.81 |

Giving demonstration lessons on how a given subject can be taught best:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/39 | | 1/34 | |
| Very important | 457 | 43.90 | 33 | 31.73 |
| Important | 366 | 35.16 | 54 | 51.92 |
| Lacking importance | 107 | 10.28 | 11 | 10.58 |
| Not important | 59 | 5.67 | 3 | 2.88 |
| Undecided | 35 | 3.36 | 1 | 0.96 |
| <u>Application</u> | 1/60 | | 1/55 | |
| Always | 132 | 12.68 | 13 | 12.50 |
| Sometimes | 399 | 38.33 | 61 | 58.65 |
| Never | 413 | 39.67 | 17 | 16.35 |
| Undecided | 69 | 6.63 | 11 | 10.58 |

| | <u>Teacher</u> | | <u>Supervisor</u> | |
|--|----------------|-------|-------------------|-------|
| | N | % | N | % |
| Becoming an educational advisor to teachers on educational problems when they need it: | | | | |
| <u>Importance</u> | 1/40 | | 1/35 | |
| Very important | 546 | 52.45 | 50 | 48.08 |
| Important | 399 | 38.33 | 42 | 40.38 |
| Lacking importance | 44 | 4.23 | 7 | 6.73 |
| Not important | 15 | 1.44 | - | - |
| Undecided | 22 | 2.11 | 4 | 3.85 |
| <u>Application</u> | 1/61 | | 1/56 | |
| Always | 313 | 30.07 | 36 | 34.62 |
| Sometimes | 354 | 34.01 | 42 | 40.38 |
| Never | 282 | 27.09 | 14 | 13.46 |
| Undecided | 61 | 5.86 | 11 | 10.58 |

To guide the teachers on student achievement evaluation methods:

| | 1/41 | | 1/36 | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | | | | |
| Very important | 411 | 39.48 | 60 | 57.69 |
| Important | 480 | 46.11 | 39 | 37.50 |
| Lacking importance | 68 | 6.53 | 1 | 0.96 |
| Not important | 32 | 3.07 | - | - |
| Undecided | 34 | 3.27 | 2 | 1.92 |
| <u>Application</u> | 1/62 | | 1/57 | |
| Always | 234 | 22.48 | 38 | 36.54 |
| Sometimes | 394 | 37.85 | 43 | 41.35 |
| Never | 301 | 28.91 | 11 | 10.58 |
| Undecided | 84 | 8.07 | 10 | 9.62 |

Discussing with the teacher the positive and negative aspects of teaching a course:

| | 1/42 | | 1/37 | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | | | | |
| Very important | 472 | 45.34 | 57 | 54.81 |
| Important | 508 | 48.80 | 44 | 42.31 |
| Lacking importance | 28 | 2.69 | - | - |
| Not important | 14 | 1.34 | - | - |
| Undecided | 11 | 1.06 | 1 | 0.96 |
| <u>Application</u> | 1/63 | | 1/58 | |
| Always | 329 | 31.60 | 69 | 66.35 |
| Sometimes | 586 | 56.29 | 32 | 30.77 |
| Never | 87 | 8.36 | - | - |
| Undecided | 18 | 1.73 | 1 | 0.96 |

| | <u>Teacher</u> | | <u>Supervisor</u> | |
|--|----------------|---|-------------------|---|
| | N | % | N | % |

Discussing with the teachers the positive and negative aspects of the activities of the teachers outside the classroom:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/43 | | 1/38 | |
| Very important | 330 | 31.70 | 46 | 44.23 |
| Important | 551 | 52.93 | 93 | 50.96 |
| Lacking importance | 83 | 7.97 | 2 | 1.92 |
| Not important | 31 | 2.98 | - | - |
| Undecided | 28 | 2.69 | 2 | 1.92 |
| <u>Application</u> | 1/64 | | 1/59 | |
| Always | 239 | 22.96 | 61 | 58.65 |
| Sometimes | 577 | 55.43 | 38 | 36.54 |
| Never | 144 | 13.83 | 1 | 0.96 |
| Undecided | 47 | 4.51 | 3 | 2.88 |

To reach a satisfactory evaluation of the teachers' success if it is needed, using a variety of evaluation methods:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/44 | | 1/39 | |
| Very important | 426 | 40.92 | 42 | 40.38 |
| Important | 420 | 40.35 | 54 | 51.92 |
| Lacking importance | 80 | 7.68 | 2 | 1.92 |
| Not important | 41 | 3.94 | - | - |
| Undecided | 61 | 5.86 | 4 | 3.85 |
| <u>Application</u> | 1/65 | | 1/60 | |
| Always | 222 | 21.31 | 30 | 28.85 |
| Sometimes | 333 | 31.95 | 56 | 53.85 |
| Never | 328 | 31.51 | 8 | 7.69 |
| Undecided | 133 | 12.78 | 8 | 7.69 |

Evaluating the teachers' success as a whole, and not emphasizing minor factors:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/45 | | 1/40 | |
| Very important | 492 | 47.26 | 47 | 45.19 |
| Important | 431 | 41.40 | 48 | 46.15 |
| Lacking importance | 40 | 3.84 | 3 | 2.88 |
| Not important | 17 | 1.63 | - | - |
| Undecided | 45 | 4.32 | 3 | 2.88 |
| <u>Application</u> | 1/66 | | 1/61 | |
| Always | 394 | 37.85 | 63 | 60.58 |
| Sometimes | 340 | 32.66 | 26 | 25.00 |
| Never | 160 | 15.37 | 4 | 3.85 |
| Undecided | 115 | 11.05 | 8 | 7.69 |

| <u>Teacher</u> | | <u>Supervisor</u> | |
|----------------|---|-------------------|---|
| N | % | N | % |

Sincerely helping teachers and administrators with their educational problems:

| | | |
|--------------------|-----------|----------|
| <u>Importance</u> | 1/46 | 1/41 |
| Very important | 592 56.87 | 69 66.35 |
| Important | 397 38.14 | 32 30.77 |
| Lacking importance | 20 1.92 | - - |
| Not important | 8 0.77 | - - |
| Undecided | 9 0.86 | 1 0.96 |
| <u>Application</u> | 1/67 | 1/62 |
| Always | 439 42.17 | 67 64.42 |
| Sometimes | 349 33.53 | 29 27.88 |
| Never | 179 17.20 | 2 1.92 |
| Undecided | 46 4.42 | 4 3.85 |

To inform the teachers what is professionally expected of them and how they will be evaluated:

| | | |
|--------------------|-----------|----------|
| <u>Importance</u> | 1/47 | 1/42 |
| Very important | 557 53.51 | 62 59.62 |
| Important | 398 38.23 | 35 33.65 |
| Lacking importance | 47 4.51 | 3 2.88 |
| Not important | 14 1.34 | - - |
| Undecided | 11 1.06 | 3 2.88 |
| <u>Application</u> | 1/68 | 1/63 |
| Always | 357 33.91 | 57 54.81 |
| Sometimes | 362 34.77 | 38 36.54 |
| Never | 263 25.26 | 2 1.92 |
| Undecided | 39 3.75 | 6 5.77 |

Encouraging teachers to publish articles concerning education and teaching:

| | | |
|--------------------|-----------|----------|
| <u>Importance</u> | 1/48 | 1/43 |
| Very important | 232 22.29 | 21 20.19 |
| Important | 527 50.62 | 57 54.81 |
| Lacking importance | 152 14.60 | 9 8.65 |
| Not important | 39 3.75 | 4 3.85 |
| Undecided | 78 7.49 | 10 9.62 |
| <u>Application</u> | 1/69 | 1/64 |
| Always | 158 15.18 | 20 19.23 |
| Sometimes | 341 32.76 | 49 47.12 |
| Never | 384 36.89 | 15 14.44 |
| Undecided | 124 11.91 | 17 16.35 |

| | <u>Teacher</u> | | <u>Supervisor</u> | |
|--|----------------|-------|-------------------|-------|
| | N | % | N | % |
| Treating teachers as equal colleagues: | | | | |
| <u>Importance</u> | 1/49 | | 1/44 | |
| Very important | 584 | 56.10 | 49 | 47.12 |
| Important | 347 | 33.33 | 40 | 38.46 |
| Lacking importance | 54 | 5.19 | 5 | 4.81 |
| Not important | 14 | 1.34 | 2 | 1.92 |
| Undecided | 28 | 2.69 | 6 | 5.77 |
| <u>Application</u> | 1/70 | | 1/65 | |
| Always | 467 | 44.86 | 61 | 58.65 |
| Sometimes | 330 | 31.70 | 29 | 27.88 |
| Never | 145 | 13.93 | 4 | 3.85 |
| Undecided | 70 | 6.72 | 8 | 7.69 |
| Making constructive criticism of teachers: | | | | |
| <u>Importance</u> | 1/50 | | 1/45 | |
| Very important | 623 | 59.85 | 65 | 62.50 |
| Important | 365 | 35.06 | 35 | 33.65 |
| Lacking importance | 23 | 2.21 | 1 | 0.96 |
| Not important | 7 | 0.67 | - | - |
| Undecided | 10 | 0.96 | 1 | 0.96 |
| <u>Application</u> | 1/71 | | 1/66 | |
| Always | 436 | 41.31 | 76 | 73.08 |
| Sometimes | 493 | 47.36 | 23 | 22.12 |
| Never | 72 | 6.92 | 1 | 0.96 |
| Undecided | 20 | 1.92 | 2 | 1.92 |
| Respecting the opinions of teachers: | | | | |
| <u>Importance</u> | 1/51 | | 1/46 | |
| Very important | 680 | 65.32 | 63 | 60.58 |
| Important | 329 | 31.60 | 38 | 36.54 |
| Lacking importance | 8 | 0.77 | 1 | 0.96 |
| Not important | 4 | 0.38 | - | - |
| Undecided | 10 | 0.96 | - | - |
| <u>Application</u> | 1/72 | | 1/67 | |
| Always | 486 | 46.69 | 75 | 72.12 |
| Sometimes | 370 | 35.54 | 25 | 24.04 |
| Never | 129 | 12.39 | - | - |
| Undecided | 35 | 3.36 | 2 | 1.92 |

| | <u>Teacher</u> | | <u>Supervisor</u> | |
|--|----------------|---|-------------------|---|
| | N | % | N | % |

Accepting teachers' proposals for new approaches to education which are not against teaching laws and regulations:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/52 | | 1/47 | |
| Very important | 354 | 34.01 | 27 | 25.96 |
| Important | 564 | 54.18 | 61 | 58.65 |
| Lacking importance | 36 | 3.46 | 6 | 5.77 |
| Not important | 8 | 0.77 | 1 | 0.96 |
| Undecided | 65 | 6.24 | 7 | 6.73 |
| <u>Application</u> | 1/73 | | 1/68 | |
| Always | 301 | 28.91 | 36 | 34.62 |
| Sometimes | 390 | 37.46 | 47 | 45.19 |
| Never | 182 | 17.48 | 5 | 4.81 |
| Undecided | 139 | 13.35 | 14 | 13.46 |

Protecting teachers' rights when they are faced with injustice:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/53 | | 1/48 | |
| Very important | 799 | 76.75 | 61 | 58.65 |
| Important | 202 | 19.40 | 34 | 32.69 |
| Lacking importance | 12 | 1.15 | 1 | 0.96 |
| Not important | 7 | 0.67 | 1 | 0.96 |
| Undecided | 9 | 0.86 | 5 | 4.81 |
| <u>Application</u> | 1/74 | | 1/69 | |
| Always | 535 | 51.39 | 73 | 70.19 |
| Sometimes | 191 | 18.35 | 17 | 16.35 |
| Never | 206 | 19.79 | 2 | 1.92 |
| Undecided | 83 | 7.97 | 10 | 9.62 |

Allowing teachers to criticize the supervision system and supervisors:

| | | | | |
|--------------------|------|-------|------|-------|
| <u>Importance</u> | 1/54 | | 1/49 | |
| Very important | 333 | 31.99 | 32 | 30.77 |
| Important | 563 | 54.08 | 56 | 53.85 |
| Lacking importance | 67 | 6.44 | 5 | 4.81 |
| Not important | 12 | 1.55 | 3 | 2.88 |
| Undecided | 51 | 4.90 | 6 | 5.77 |
| <u>Application</u> | 1/75 | | 1/70 | |
| Always | 348 | 33.43 | 47 | 45.19 |
| Sometimes | 323 | 31.03 | 44 | 42.31 |
| Never | 203 | 19.50 | 2 | 1.92 |
| Undecided | 140 | 13.45 | 9 | 8.65 |

C

QUESTIONS ONLY FOR TEACHERS

| | | <u>Teachers</u> | |
|-------|---|-----------------|----------|
| | | <u>%</u> | <u>N</u> |
| 1-11: | For which of the following schools are you a teacher? (please mark only one) | | |
| | Middle school | 36.50 | 380 |
| | Lycee | 28.72 | 299 |
| | Teacher training school | 15.37 | 160 |
| | Girls' institute | 5.86 | 61 |
| | Boys' institute | 7.40 | 77 |
| | Religious training school | 3.17 | 33 |
| | Commercial lycee | 2.21 | 23 |
| | Private middle school and lycee | 0.10 | 1 |
| 1-12: | Including administrators, how many teachers are there in your school? | | |
| | Less than 5 | 4.51 | 47 |
| | 5-10 | 8.36 | 87 |
| | 11-20 | 22.57 | 235 |
| | 21-30 | 19.60 | 204 |
| | 31-40 | 17.96 | 187 |
| | 41-50 | 11.53 | 120 |
| | 51 and more | 12.20 | 127 |
| 1-13: | How many times have your classes been supervised since you have become a secondary school teacher? | | |
| | Once | 35.35 | 368 |
| | 2-4 times | 45.15 | 470 |
| | 5-7 times | 10.85 | 113 |
| | 8 or more | 7.50 | 79 |
| 1-18: | In your opinion, how good was the last supervisor's knowledge in education (educational methods, educational psychology, educational sociology and educational philosophy)? | | |
| | Very good | 15.75 | 164 |
| | Good | 42.07 | 438 |
| | Fair | 27.86 | 290 |
| | Very little | 8.74 | 91 |
| | None | 3.36 | 35 |

| | | <u>Teachers</u> | |
|-------|--|-----------------|----------|
| | | <u>%</u> | <u>N</u> |
| 1-19: | In your opinion, how good was the last supervisor's knowledge in your specific field? | | |
| | Very good | 18.64 | 194 |
| | Good | 42.17 | 439 |
| | Fair | 20.75 | 216 |
| | Very little | 10.09 | 105 |
| | None | 6.24 | 65 |
| 1-20: | During your last supervision, how was the supervisor's behavior with respect to human relations? (please mark only one) | | |
| | Sincere, friendly, likeable | 61.00 | 635 |
| | Showed feelings of being superior--looked down on me | 8.65 | 90 |
| | Very serious and follows formalities | 20.56 | 214 |
| | Casual and not serious | 0.29 | 3 |
| | I cannot give any opinion | 8.84 | 92 |
| 1-21: | After your meeting with your last supervisor was there any change in your feelings concerning the teaching profession? | | |
| | My attachment to my profession and my desire to work increased | 17.77 | 185 |
| | My attachment to my profession and my desire to work decreased | 4.13 | 43 |
| | My feelings have not changed | 72.14 | 751 |
| | I cannot give any opinion | 5.00 | 52 |
| 1-22: | During supervisions do you know what supervisors expect or to what they will pay special attention concerning educational matters? | | |
| | I know | 60.90 | 634 |
| | I know little | 22.09 | 230 |
| | I do not know | 15.66 | 163 |
| 1-23: | How do you feel when a supervisor enters your classroom? | | |
| | I become very excited | 1.92 | 20 |
| | I become a little more excited | 28.53 | 297 |
| | I remain especially calm | 26.71 | 278 |
| | I do not change my normal behavior | 41.98 | 437 |

| <u>Teacher</u> | |
|----------------|---|
| % | N |

1-24: When a supervisor enters your class, do you change your teaching method?

| | | |
|---|-------|-----|
| I become more organized and I teach my best | 10.95 | 114 |
| I behave as usual and teach as usual | 80.31 | 836 |
| Students become excited and I cannot teach normally | 7.01 | 73 |
| I cannot give any opinion | 0.77 | 8 |

D

QUESTIONS ONLY FOR SUPERVISORS

| | | <u>Supervisors</u> | |
|-------|--|--------------------|----|
| | | % | N |
| 1-9: | In total, how many years have you been a Supervisor? | | |
| | Less than 2 years | 19.23 | 20 |
| | 2-4 years | 23.08 | 24 |
| | 5-9 years | 40.38 | 42 |
| | 10-19 years | 14.42 | 15 |
| | 20 years and over | 1.92 | 2 |
| 1-10: | In total, how many years were you a teacher or a school administrator before you became a supervisor? | | |
| | Less than 10 years | 6.73 | 7 |
| | 10-14 years | 16.35 | 17 |
| | 15-19 years | 26.92 | 28 |
| | 20-24 years | 29.81 | 31 |
| | 25-29 years | 13.46 | 14 |
| | 30 years and over | 6.73 | 7 |
| 1-11: | In total, how many years have you been in the education profession (including the years as a supervisor and an administrator)? | | |
| | Less than 10 years | 1.92 | 2 |
| | 10-14 years | 2.88 | 3 |
| | 15-19 years | 10.58 | 11 |
| | 20-24 years | 24.04 | 25 |
| | 25-29 years | 26.92 | 28 |
| | 30 and over | 32.69 | 34 |
| 1-12: | In total, how many years have you been an administrator (including assistant directorship)? | | |
| | None | 0.96 | 1 |
| | 2 or less | 0.96 | 1 |
| | 3-6 years | 15.38 | 16 |
| | 7-10 years | 20.19 | 21 |
| | 11-14 years | 25.00 | 26 |
| | 15 and over | 37.50 | 39 |

Supervisors
% N

1-17: During your supervisory activities did you give any demonstration lesson?

| | | |
|--------------------|-------|----|
| Never | 43.27 | 45 |
| Once | 4.81 | 5 |
| 2-5 times | 25.96 | 27 |
| 6-10 times | 13.46 | 14 |
| More than 10 times | 10.58 | 11 |

1-19: In your opinion, how many of the other supervisors are able to measure the exact successes of teachers during their inspections?

| | | |
|--------------|-------|----|
| All of them | 2.88 | 3 |
| Most of them | 75.96 | 79 |
| Some of them | 13.46 | 14 |
| None of them | 0.00 | 0 |

1-20: What is the degree of the inspectors' influence on the improvement of the teachers' teaching methods?

| | | |
|------------|-------|----|
| Very much | 68.27 | 71 |
| Little | 28.85 | 30 |
| Not at all | 0.00 | 0 |
| Undecided | 1.92 | 2 |

| Item No. | Problems of Supervisors | This is not a Problem | Not Important | Less Important | Important | Very Important |
|----------|--|-----------------------|---------------|----------------|---------------|----------------|
| 2/6 | The number of teachers to one supervisor | 10 (9.62) | 2 (1.92) | 6 (5.77) | 50 (48.08) | 35 (33.65) |
| 2/7 | Investigation duties interfering with counselling duties | 6 (5.77) | 1 (.96) | 8 (7.69) | 47 (45.19) | 41 (39.42) |
| 2/8 | Lack of enough time allowed to each teacher during supervision | 3 (2.88) | 4 (3.85) | 4 (3.85) | 50 (48.08) | 42 (40.38) |
| 2/9 | Too much time required to prepare supervisory reports | 4 (3.85) | 5 (4.81) | 10 (9.62) | 46 (44.23) | 38 (36.54) |
| 2/10 | Insufficient amount paid for this duty | 5 (4.81) | 0 (0.00) | 9 (8.65) | 36 (34.62) | 49 (47.12) |
| 2/11 | In some circumstances to be required to supervise the subject areas which are outside of one's field | 0 (0.00) | 4 (3.85) | 5 (4.81) | 44 (42.31) | 49 (47.12) |
| 2/12 | Facing difficulties in localities (food, board, adjustment to the climate) | 6 (5.77) | 4 (3.85) | 20 (19.23) | 37 (35.58) | 36 (34.62) |
| 2/13 | Lack of follow-up by supervisors on the recommendations that they make | 5 (4.81) | 3 (2.88) | 7 (6.73) | 46 (44.23) | 42 (40.38) |
| 2/14 | Lack of co-operation from teachers on the improvement of teaching and educational matters | 9 (8.65) | 4 (3.85) | 6 (5.77) | 53 (50.96) | 29 (27.88) |
| 2/15 | Lack of consideration given to proposals by the related departments of the Ministry of Education | 1 (.96) | 1 (.96) | 1 (.96) | 39 (37.50) | 60 (57.69) |

| | | | | | | |
|------|--|---------------|-------------|-------------|---------------|---------------|
| 2/16 | Scientific evaluation methods not used by the supervisor in order to measure teachers' success accurately (everybody does what he pleases) | 5 (4.81) | 0 (0.00) | 3 (2.88) | 42 (40.38) | 52 (50.00) |
| 2/17 | Lack of co-operation by the administrators in the improvement of teaching | 13 (12.50) | 2 (1.92) | 6 (5.77) | 52 (50.00) | 27 (25.96) |
| 2/18 | Teachers' not expressing the problems that they face | 11 (10.58) | 2 (1.92) | 6 (5.77) | 51 (49.04) | 32 (30.77) |
| 2/19 | Lack of assistance given by the Ministry in providing the schools with recommended publications and teaching tools | 3 (2.88) | 1 (.96) | 3 (2.88) | 50 (48.08) | 45 (43.27) |
| 2/20 | Work load of supervisory duties not allowing proper time for self improvement and reading professional publications | 6 (5.77) | 0 (0.00) | 1 (.96) | 42 (40.38) | 48 (46.15) |
| 2/21 | Despite your problems indicated above are you satisfied with your supervisory duties in general? | | | | | |

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Yes, I am satisfied: % = 85.58; N = 89
 No, I am not satisfied: % = 12.50; N = 13

| Item No. | Problems of Teachers | N % | This is not a Problem | Not Important | Less Important | Important | Very Important |
|----------|---|-----|-----------------------|----------------|----------------|----------------|----------------|
| 2/6 | Ineffectiveness of the disciplinary system | 68 | (6.53) | 12 (1.15) | 38 (3.65) | 279 (26.80) | 610 (58.60) |
| 2/7 | Inadequacy of teaching aids | 36 | (3.46) | 7 (0.67) | 28 (2.69) | 319 (30.64) | 625 (60.04) |
| 2/8 | Lack of proper teacher/student relations | 83 | (7.97) | 27 (2.59) | 72 (6.92) | 406 (39.00) | 409 (39.29) |
| 2/9 | Inadequate school library | 97 | (9.32) | 34 (3.27) | 106 (10.18) | 438 (42.07) | 316 (30.36) |
| 2/10 | Inadequacy of student activities | 106 | (10.18) | 85 (8.17) | 181 (17.39) | 358 (34.39) | 262 (25.17) |
| 2/11 | Too many class hours a week | 92 | (8.84) | 43 (4.13) | 64 (6.15) | 288 (27.67) | 518 (49.76) |
| 2/12 | Insufficient number of available resource books in teaching fields in the community | 101 | (9.70) | 33 (3.17) | 118 (11.34) | 423 (40.63) | 316 (30.36) |
| 2/13 | Unavailability of research persons in the community to ask their professional help | 226 | (21.71) | 139 (13.35) | 196 (18.83) | 270 (25.94) | 163 (15.66) |
| 2/14 | Requirement of testing students with two written and one oral examination | 241 | (23.15) | 105 (10.09) | 137 (13.16) | 307 (29.49) | 198 (19.02) |
| 2/15 | Administrators' lack of assistance to teachers in educational matters | 129 | (12.39) | 82 (7.88) | 142 (13.64) | 337 (32.37) | 309 (29.68) |
| 2/16 | Inability to resolve attendance problems | 110 | (10.57) | 53 (5.09) | 90 (8.65) | 378 (36.31) | 366 (35.16) |

| | | | | | | |
|------|---|--------------|--------------|--------------|----------------|----------------|
| 2/17 | Teacher's desire to further educate himself is not aided by the Ministry | 48 (4.61) | 27 (2.59) | 64 (6.15) | 330 (31.70) | 541 (51.97) |
| 2/18 | Over crowded classes | 44 (4.23) | 15 (1.44) | 24 (2.31) | 231 (22.19) | 692 (66.47) |
| 2/19 | Lack of learning facilities of new innovations and information in education | 27 (2.59) | 12 (1.15) | 54 (5.19) | 374 (35.93) | 541 (51.97) |
| 2/20 | Lack of chances to attend professional courses and seminars | 34 (3.27) | 22 (2.11) | 82 (7.88) | 386 (37.08) | 475 (45.63) |
| 2/21 | Teaching program is too heavy | 55 (5.28) | 31 (2.98) | 79 (7.59) | 285 (27.38) | 557 (53.51) |

APPENDIX II

QUESTIONNAIRE ON THE ROLE OF MINISTRY SUPERVISORS
IN THE PRESENT EDUCATIONAL SYSTEM

No. I
(FOR TEACHERS)

MINISTRY OF EDUCATION
PLANNING RESEARCH AND COORDINATION OFFICE
RESEARCH DEPARTMENT
MARCH 1971, ANKARA

Dear Colleagues,

Thank you for your time in answering this questionnaire.

In my research on "the role of Ministry supervisors in the present educational system," I want to benefit from experiences and opinions of persons like yourself who have been involved in educational activities. The purpose of this research is to show the "role of the Ministry supervisors in the present educational system."

The success of this research depends on your careful and sincere answers. The answers you give will be evaluated without any names and the results will indicate the opinions of Turkish teachers and supervisors in this subject. The results of the research will be published and presented to you by the Ministry of Education, Planning-Research and Coordination Office.

Please, give your answers without any influence and according to your thoughts and opinions. Please, do not write your name or sign your name on the questionnaire.

When the questionnaire is completed put it into the envelope attached and give it to the directorate of your school to be mailed to:

Ministry of Education
Directorate of the Planning-Research and Coordination Office
(Supervision Research)
Technical Schools, Ankara

Thank you for your cooperation.

Galip Karagozoglu

QUESTIONNAIRE OF "THE ROLE OF MINISTRY
SUPERVISORS IN EDUCATION"
(for the teachers)

DIRECTIONS:

This questionnaire contains questions concerning you. Please read each question carefully, and then from among the alternatives, select the one which best suits your situation and put an (x) in the () box next to it.

Section I
Personal Questions

1-6 What is your age?

- 1. () less than 25
- 2. () 25-35
- 3. () 36-45
- 4. () 46-55
- 5. () 56 or over

1-7 What is your sex?

- 1. () female
- 2. () male

1-8 What is your field of study (your major in school)

- 1. () Turkish - Literature
- 2. () Mathematics and Sciences (mathematics, physics, chemistry, biology, natural sciences)
- 3. () Social Sciences (history, geography, civics)
- 4. () Foreign Language
- 5. () Arts and Handcrafts (drawing, handcrafts, music, gymnastics)
- 6. () Teacher Training Courses and Philosophy Group
- 7. () Boys Vocational and Technical Training Courses
- 8. () Girls Vocational and Technical Training Courses
- 9. () Other (Specify)

1-9. The school from which you graduated last, or the course or examination which is the basis of your job now?

- 1. () University
- 2. () Higher Teachers School
- 3. () Technical Higher Institution
- 4. () Educational Institute
- 5. () Foreign College or a University
- 6. () Secondary Level Vocational School
- 7. () Graduate of courses or through examinations
- 8. () Other (Specify)

- 1-10. Including administrative positions, how long have you been a teacher?
1. ☐ less than 2 years
 2. ☐ 2-4
 3. ☐ 5-9
 4. ☐ 10-19
 5. ☐ 20-29
 6. ☐ 30 years or over
- 1-11. For which of the following schools are you a teacher? (please, mark only one)
1. ☐ Middle school
 2. ☐ Lycee
 3. ☐ Teacher training school
 4. ☐ Girls institute and girls secondary school of arts
 5. ☐ Boys secondary school of arts
 6. ☐ Religious training school
 7. ☐ Commerce lycee and secondary school
 8. ☐ Private secondary school and lycee
- 1-12. Including administrators how many teachers are there in your school?
1. ☐ fewer than 5
 2. ☐ 5-10
 3. ☐ 11-20
 4. ☐ 21-30
 5. ☐ 31-40
 6. ☐ 41-50
 7. ☐ 51 or more
- 1-13. How many times have your classes been supervised since you have become a secondary school teacher?
1. ☐ once
 2. ☐ 2-4
 3. ☐ 5-7
 4. ☐ 8 or more

Section II

Questions Concerning Supervision and Supervisors

- 1-14. During your last supervision, was the supervisor helpful in introducing you to the new teaching materials in your field?
1. ☐ Was very helpful
 2. ☐ Not as much as I would have expected
 3. ☐ Was not helpful

1-15. During your last supervision was the supervisor helpful in introducing you to new professional publications in your field?

1. ☐ Was very helpful
2. ☐ Not as much as I would have expected
3. ☐ Was not helpful

1-16. During your last supervision did the Supervisors make recommendations toward improving your teaching methods?

☐ yes ☐ no

If your answer was "yes" please, answer question No. 1-17.

1-17. How useful did you find the recommendations for improving your teaching method?

1. ☐ Useful
2. ☐ Partly useful
3. ☐ Not necessary and not useful
4. ☐ I cannot give any opinion

1-18. In your opinion, how good was the last supervisor's knowledge in education (educational methods, educational psychology, educational sociology and educational philosophy)?

1. ☐ Very good
2. ☐ Good
3. ☐ Fair
4. ☐ Very little
5. ☐ None

1-19. In your opinion, how good was the last supervisor's knowledge in your specific field?

1. ☐ Very good
2. ☐ Good
3. ☐ Fair
4. ☐ Very little
5. ☐ None

1-20. During your last supervision how was the supervisor's behavior with respect to human relations (please, mark only one)?

1. ☐ Sincere, friendly, likeable
2. ☐ Showed feelings of being superior, looked down on me
3. ☐ Very serious and follows formalities
4. ☐ Casual and not serious
5. ☐ I cannot give any opinion

- 1-21. After your meeting with your last supervisor was there any change in your feelings concerning the teaching profession?
1. ☐ My attachment to my profession and my desire to work increased.
 2. ☐ My attachment to my profession and my desire for work decreased.
 3. ☐ My feelings have not changed
 4. ☐ I cannot give any opinion
- 1-22. During supervisions do you know what supervisors expect or to what they will pay special attention concerning educational matters?
1. ☐ I know
 2. ☐ I know little
 3. ☐ I do not know
- 1-23. How do you feel when a supervisor enters your class?
1. ☐ I become very excited
 2. ☐ I become a little more excited
 3. ☐ I remain especially calm
 4. ☐ I do not change my normal behavior
- 1-24. When a supervisor enters your class, do you change your teaching method?
1. ☐ I become more organized and I teach my best
 2. ☐ I behave as usual and teach as usual
 3. ☐ Students become excited and I cannot teach normally
 4. ☐ I cannot give any opinion
- 1-25. In your opinion, is there agreement among supervisors on the recommendations they make to teachers?
1. ☐ Total agreement
 2. ☐ Some agreement
 3. ☐ None
 4. ☐ I cannot give any opinion
- 1-26. Do you believe that school inspections by supervisors help to improve the educational and teaching processes of the school?
1. ☐ Very much
 2. ☐ Very little
 3. ☐ None
 4. ☐ Undecided

1-27. If you had to make a generalization, in your opinion, how many of the supervisors believe in the helpfulness of the supervisory activities?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-28. In your opinion, how many of the teachers' successes are the supervisors able to evaluate accurately during their supervision?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Some of them
4. ☐ None of them

IF YOU HAD TO MAKE A GENERALIZATION ON THE MINISTRY SUPERVISORS,
ACCORDING TO YOUR OPINION:

1-29. In order to improve the education and the teaching processes, how many of the supervisors are equipped adequately with specific "subject field" knowledge?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-30. In order to improve the education and teaching processes, how many of the supervisors adequately are equipped with educational knowledge (educational methods, educational psychology, educational sociology, educational philosophy)?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-31. How many of the supervisors know which criteria to use in teacher evaluations?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

- 1-32. How many of the supervisors know professional evaluation techniques in education?
1. ☐ All of them
 2. ☐ Most of them
 3. ☐ Half of them
 4. ☐ Few of them
 5. ☐ None of them
- 1-33. When the teachers' evaluations are being made, is there an agreement among the supervisors as to the criteria to be used?
1. ☐ All will agree
 2. ☐ Most will agree
 3. ☐ None will agree
 4. ☐ I cannot give any opinion

Section III

In this section there is some information given concerning supervision and supervising. Please read each item carefully, and then make a decision of the degree of its importance. Mark your decision with an (x) in the ☐ box on the left side according to the importance you have given it.

Then, on the right side put an (x) in the box according to its frequency of application in the field today.

DEGREE OF IMPORTANCE

WHEN APPLIED

| | Very Important (1) | Important (2) | Lacking Importance (3) | No Importance At All (4) | Undecided (5) | INFORMATION | Always (1) | Sometimes (2) | Never (3) | Undecided (4) |
|------|--------------------------|------------------|------------------------------|--------------------------------|------------------|--|---------------|------------------|--------------|------------------|
| 1-34 | () | () | () | () | () | Assisting teachers on the improvement of their teaching methods (1-55) | () | () | () | () |
| 1-35 | () | () | () | () | () | Introducing teachers to professional publications (1-56) | () | () | () | () |
| 1-36 | () | () | () | () | () | Assisting teachers on student discipline problems and their resolutions (1-57) | () | () | () | () |
| 1-37 | () | () | () | () | () | Holding educational conferences with teachers (1-58) | () | () | () | () |
| 1-38 | () | () | () | () | () | Introducing the teachers to new teaching tools and demonstrating their uses (1-59) | () | () | () | () |
| 1-39 | () | () | () | () | () | Giving demonstration lessons on how a given subject can be taught best (1-60) | () | () | () | () |
| 1-40 | () | () | () | () | () | Becoming an educational advisor to teachers on educational problems when they need it (1-61) | () | () | () | () |
| 1-41 | () | () | () | () | () | Guiding teachers on student achievement evaluation methods (1-62) | () | () | () | () |
| 1-42 | () | () | () | () | () | Discussing with the teacher the positive and negative aspects of the teacher's methods in teaching a course (1-63) | () | () | () | () |
| 1-43 | () | () | () | () | () | Discussing with the teachers the positive and negative aspects of their activities outside the classroom (1-64) | () | () | () | () |

| | | | | | | | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|
| 1-44 | () | () | () | () | () | () | () | () | () | () | () | () | To reach a satisfactory evaluation of the teachers' success if it is needed, using a variety of evaluation methods (1-65) | () | () | () | () | () | () |
| 1-45 | () | () | () | () | () | () | () | () | () | () | () | () | Evaluating the teachers' success as a whole and not emphasizing minor factors (1-66) | () | () | () | () | () | () |
| 1-46 | () | () | () | () | () | () | () | () | () | () | () | () | Helping teachers and administrators with their educational problems (1-67) | () | () | () | () | () | () |
| 1-47 | () | () | () | () | () | () | () | () | () | () | () | () | To inform the teachers what is professionally expected of them and how they will be evaluated (1-68) | () | () | () | () | () | () |
| 1-48 | () | () | () | () | () | () | () | () | () | () | () | () | Encouraging teachers to publish articles concerning education and teaching (1-69) | () | () | () | () | () | () |
| 1-49 | () | () | () | () | () | () | () | () | () | () | () | () | Treating teachers as equal colleagues (1-70) | () | () | () | () | () | () |
| 1-50 | () | () | () | () | () | () | () | () | () | () | () | () | Making constructive criticism of teachers (1-71) | () | () | () | () | () | () |
| 1-51 | () | () | () | () | () | () | () | () | () | () | () | () | Respecting the opinions of teachers (1-72) | () | () | () | () | () | () |
| 1-52 | () | () | () | () | () | () | () | () | () | () | () | () | Accepting teachers' proposals for new approaches to education which are not against teaching laws and regulations (1-73) | () | () | () | () | () | () |
| 1-53 | () | () | () | () | () | () | () | () | () | () | () | () | Protecting teachers' rights when they are faced with injustice (1-74) | () | () | () | () | () | () |
| 1-54 | () | () | () | () | () | () | () | () | () | () | () | () | Allowing teachers to criticize the supervision system and supervisors (1-75) | () | () | () | () | () | () |

IMPORTANT: Please check to see if you have answered all the questions, 34 through 75 in this section.

According to the 7th Articles of the Regulations of the Ministry of Education's Board of Supervisors, in order to be appointed as a supervisor one should be a graduate of a University or a higher institution, have at least 8 years of teaching experience in a secondary or higher institution, in this period also have administrative experience for at least 3 years, and finally, to be noted as successful in both of these areas of service.

In your opinion, concerning the appointment of the inspectors which of the following should be considered?

1. () Present regulations concerning years of service should continue.
2. () There should be 8 years of teaching required, but not any administrative service needs to be required.
3. () Years of administrative service should be increased but teaching period should be limited to 5-8 years.
4. () Years of teaching and administrative service both should be increased.
5. () Years of both teaching and administrative services required should not be limited.
6. () Please, give your proposals other than indicated above.

Below are listed some problems about your teaching job. Please, read each of the problems carefully. If the given problem is not one of the problems you face, please put an (x) in the first () next to it. If otherwise, then please put an (x) in the box that best represents your opinion.

| | | This is not a Problem | Not important | Less Important | Important | Very Important |
|-------|---|--------------------------|---------------|-------------------|-----------|-------------------|
| | | (1) | (2) | (3) | (4) | (5) |
| 2-6 | Ineffectiveness of the disciplinary system | () | () | () | () | () |
| 2-7 | Inadequacy of teaching aids | () | () | () | () | () |
| 2-8 | Lack of proper teacher-student relations | () | () | () | () | () |
| 2-9 | Inadequate school library | () | () | () | () | () |
| 2-10 | Inadequacy of student activities | () | () | () | () | () |
| 2-11 | Too many class hours a week | () | () | () | () | () |
| 2-12 | Insufficient number of available resource books in teaching fields in the community | () | () | () | () | () |
| 2-13 | Unavailability of research persons in the community to ask their professional help | () | () | () | () | () |
| 2-14 | Requirement of testing students with two written and one oral examination | () | () | () | () | () |
| 2-15 | Administrators' lack of assistance to teachers in educational matters | () | () | () | () | () |
| 2-16 | Inability to resolve attendance problems | () | () | () | () | () |
| 2-17 | Teachers' desire to further educate himself is not aided by the Ministry | () | () | () | () | () |
| 2-18 | Over crowded classes | () | () | () | () | () |
| 2-19 | Lack of facilities for learning new innovations and information in education | () | () | () | () | () |
| 2-20 | Lack of chances given to attend professional courses and seminars | () | () | () | () | () |
| 2-21. | Teaching program is too heavy | () | () | () | () | () |

Would you like the current supervisory system to be changed?

- 2-23 1 () Yes
2 () No

2-24 If your answer is "Yes," which of the proposals listed below is most beneficial?

- () 1. Current system should continue, but the investigation duties should be taken away from the supervisors, and given to a newly established "Board of Inquiry" and the supervisors should only be responsible for evaluation of educational activities.
- () 2. There should be two types of supervisors. The first one should work with investigations and administrative supervision. The second one should serve as a helper and a counsellor to teachers on educational and teaching matters.
- () 3. There should be regional supervisory directorates, and in these directorates there should be one director and a sufficient number of supervisors. The directors should have the authority to plan and execute a regional supervisor program. All the supervisory duties of this region (courses, examinations, administrative supervision and investigations), should be given to these supervisors.
- () 4. There should be two types of supervisors. The first one should deal with investigations and Ankara should be the central office. The second one should work as a "guidance supervisor," who would be attached to the educational director of the district, and they should work as helpers and counsellors to the teachers on educational matters.
- () 5. There should be two kinds of Supervisors. The first one should be attached to the Board of Education and the Ministry central organization as "Ministry General Supervisors." Their duties should be to carry on research to help the above offices and evaluate the Turkish educational activities as a whole. The second one as a "Ministry Supervisor" should perform such duties as evaluation, counselling, and supervision of the administration and teaching personnel.
- () 6. I propose something entirely different than the ones listed above (please, write your proposal in the space available on the back of this page).

THE QUESTIONNAIRE IS COMPLETED.

PLEASE, CHECK AGAIN IF YOU HAVE ANSWERED ALL THE QUESTIONS

THANK YOU FOR YOUR COOPERATION.

APPENDIX III

QUESTIONNAIRE ON THE ROLE OF MINISTRY SUPERVISORS
IN THE PRESENT EDUCATIONAL SYSTEM

No. II

(FOR SUPERVISORS)

MINISTRY OF EDUCATION
PLANNING RESEARCH AND COORDINATION OFFICE
RESEARCH DEPARTMENT
MARCH 1971, ANKARA

Dear Colleagues,

Thank you for your time in answering this questionnaire.

In my research on "the role of Ministry supervisors in the present educational system," I want to benefit from experiences and opinions of persons like yourself who have been involved in educational activities. The purpose of this research is to show the "role of the Ministry supervisors in the present educational system."

The success of this research depends on your careful and sincere answers. The answers you give will be evaluated without any names and the results will indicate the opinions of Turkish teachers and supervisors in this subject. The results of the research will be published and presented to you by the Ministry of Education, Planning-Research and Coordination Office.

Please, give your answers without any influence and according to your thoughts and opinions. Please, do not write your name or sign your name on the questionnaire.

When the questionnaire is completed put it into the envelope attached and give it to the directorate of your school to be mailed to:

Ministry of Education
Directorate of the Planning-Research and Coordination Office
(Supervision Research)
Technical Schools, Ankara

Thank you for your cooperation.

Galip Karagozoglu

QUESTIONNAIRE ON "THE ROLE OF MINISTRY
SUPERVISORS IN EDUCATION"
(for the supervisors)

DIRECTIONS:

This questionnaire contains questions concerning you. Please read each question carefully, and then, from among the alternatives, select the one which best suits your situation the most and put an (x) in the () box next to it.

Section I
Personal Questions

1-6. What is your age?

- 1. () 30 and less
- 2. () 31-45
- 3. () 46-60
- 4. () 61 and over

1-7. What is your sex?

- 1. () female
- 2. () male

1-8. For which courses are you a supervisor?

- 1. () Turkish - Literature
- 2. () Social Sciences (history, geography, civics)
- 3. () Mathematics and Sciences (mathematics, physics, chemistry, biology, natural sciences)
- 4. () Foreign Language (English, French, German, etc.)
- 5. () Arts and Handcrafts (drawing, handcrafts, music, gymnastics)
- 6. () Teacher Training Courses and Philosophy Group
- 7. () Boys Vocational and Technical Training Courses
- 8. () Girls Vocational and Technical Training Courses
- 9. () Others (Specify)

1-9. In total how many years have you been a supervisor?

- 1. () less than 2 years
- 2. () 2-4 years
- 3. () 5-9 years
- 4. () 10-19 years
- 5. () 20 years and over

- 1-10. In total, how many years were you a teacher or a school administrator before you became a supervisor?
1. ☐ Less than 10 years
 2. ☐ 10-14 years
 3. ☐ 15-19 years
 4. ☐ 20-24 years
 5. ☐ 25-29 years
 6. ☐ 30 years and over
- 1-11. In total, how many years have you been in the education profession (including the years as a supervisor and an administrator)?
1. ☐ Less than 10 years
 2. ☐ 10-14 years
 3. ☐ 15-19 years
 4. ☐ 20-24 years
 5. ☐ 25-29 years
 6. ☐ 30 and over
- 1-12. In total, how many years have you been an administrator (including assistant director)?
1. ☐ None
 2. ☐ 2 or less
 3. ☐ 3-6 years
 4. ☐ 7-10 years
 5. ☐ 11-14 years
 6. ☐ 15 and over
- 1-13. The school from which you graduated last or course or examination which is the basis of your job now?
1. ☐ University
 2. ☐ Higher Teachers School
 3. ☐ Technical Higher Institution
 4. ☐ Educational Institute
 5. ☐ Foreign College or a University
 6. ☐ Secondary level vocational school
 7. ☐ Graduate of courses or through examinations
 8. ☐ Other (Specify)

Section II
Questions on Performance

- 1-14. During your supervisory activities, do you make recommendations for the improvement of teachers' teaching methods?
1. ☐ Always
 2. ☐ Sometimes
 3. ☐ Never
- 1-15. During your supervisory activities do you present the teachers with the new teaching tools in their fields and vocations?
Do you recommend them to be used?
1. ☐ Always
 2. ☐ Sometimes
 3. ☐ Never
- 1-16. During your supervisory activities do you present the teachers with the new publications in their fields?
1. ☐ Always
 2. ☐ Sometimes
 3. ☐ Never
- 1-17. During your supervisory activities did you give any demonstration lesson?
1. ☐ Never
 2. ☐ Once
 3. ☐ 2-5 times
 4. ☐ 6-10 times
 5. ☐ More than 10 times
- 1-18. During your supervisory activities how many of the teachers' successes do you believe you were able to evaluate exactly?
1. ☐ All of them
 2. ☐ Most of them
 3. ☐ Some of them
 4. ☐ None of them
- 1-19. In your opinion, how many of the other supervisors are able to measure the exact success of teachers during their inspections?
1. ☐ All of them
 2. ☐ Most of them
 3. ☐ Some of them
 4. ☐ None of them

- 1-20. What is the degree of the supervisors' influence on the improvement of the teachers' teaching methods?
1. ☐ Very much
 2. ☐ Little
 3. ☐ Not at all
 4. ☐ Undecided
- 1-21. In your opinion, is there an agreement among supervisors on the recommendations they make to teachers?
1. ☐ Total agreement
 2. ☐ Some agreement
 3. ☐ None
 4. ☐ Undecided
- 1-22. Do you believe that school supervision by the supervisors helps to improve the educational and teaching processes of the schools?
1. ☐ Very much
 2. ☐ Very little
 3. ☐ None
 4. ☐ Undecided
- 1-23. If you had to make a generalization, in your opinion, how many of the supervisors believe in the helpful services of the supervisory activities?
1. ☐ All of them
 2. ☐ Most of them
 3. ☐ Half of them
 4. ☐ Few of them
 5. ☐ None of them

IF YOU HAD TO MAKE A GENERALIZATION OF THE MINISTRY SUPERVISORS,
ACCORDING TO YOUR OPINION:

- 1-24. In order to improve the education and the teaching processes, how many of the supervisors are equipped adequately with specific "field" knowledge?
1. ☐ All of them
 2. ☐ Most of them
 3. ☐ Half of them
 4. ☐ Few of them
 5. ☐ None of them

1-25. In order to improve the education and teaching process, how many of the supervisors adequately are equipped with education knowledge (educational methods, educational psychology, educational sociology, educational philosophy)?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-26. How many of the supervisors know which criteria to use in teacher evaluations?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-27. How many of the supervisors know professional evaluation techniques in education?

1. ☐ All of them
2. ☐ Most of them
3. ☐ Half of them
4. ☐ Few of them
5. ☐ None of them

1-28. When teachers' evaluations are being made, is there an agreement among the supervisors as to the criteria to be used?

1. ☐ All will agree
2. ☐ Most will agree
3. ☐ None will agree
4. ☐ Undecided

Section III

In this section there is some information given concerning supervision and supervising. Please read each item carefully, make a decision on the degree of its importance. Mark your decision with an (x) in the ☐ box on the left side according to the importance you have given it.

Then, on the right side put an (x) in the box according to its frequency of application in the field today.

DEGREE OF IMPORTANCE

WHEN APPLIED

| | Very Important | Important | Lacking Importance | No Importance | At All | Undecided | INFORMATION | Always | Sometimes | Never | Undecided |
|------|----------------|-----------|--------------------|---------------|--------|-----------|--|--------|-----------|-------|-----------|
| | (1) | (2) | (3) | (4) | (5) | (6) | | (1) | (2) | (3) | (4) |
| 1-29 | () | () | () | () | () | () | Assisting the teachers on the improvement of their teaching methods (1-50) | () | () | () | () |
| 1-30 | () | () | () | () | () | () | Presenting the teachers with educational publications (1-51) | () | () | () | () |
| 1-31 | () | () | () | () | () | () | Assisting the teachers on student discipline problems and their resolutions (1-52) | () | () | () | () |
| 1-32 | () | () | () | () | () | () | Holding educational conferences with teachers (1-53) | () | () | () | () |
| 1-33 | () | () | () | () | () | () | Presenting the teachers with the new teaching tools and demonstrating their uses (1-54) | () | () | () | () |
| 1-34 | () | () | () | () | () | () | Giving demonstration lessons on how a given subject can be taught best (1-55) | () | () | () | () |
| 1-35 | () | () | () | () | () | () | Becoming an educational advisor to the teachers on educational problems when they need it (1-56) | () | () | () | () |
| 1-36 | () | () | () | () | () | () | Guiding teachers on student achievement evaluation methods (1-57) | () | () | () | () |
| 1-37 | () | () | () | () | () | () | Discussing with the teacher the positive and negative aspects of his or her teaching a course (1-58) | () | () | () | () |
| 1-38 | () | () | () | () | () | () | Discussing with the teachers the positive and negative aspects of his or her activities outside the classroom (1-59) | () | () | () | () |

| | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| 1-39 | () | () | () | () | () | () | () | () | () | To reach a satisfactory evaluation of the teachers' success, if it is needed, using a variety of evaluation methods (1-60) |
| 1-40 | () | () | () | () | () | () | () | () | () | Evaluating the teachers' success as a whole and not emphasizing minor factors (1-61) |
| 1-41 | () | () | () | () | () | () | () | () | () | Helping the teachers (1-62) and the administrators with their educational problems (1-62) |
| 1-42 | () | () | () | () | () | () | () | () | () | Informing teachers what is professionally expected of them and how they will be evaluated (1-63) |
| 1-43 | () | () | () | () | () | () | () | () | () | Encouraging the teachers to publish articles concerning education and teaching (1-64) |
| 1-44 | () | () | () | () | () | () | () | () | () | Treating the teachers as equal colleagues (1-65) |
| 1-45 | () | () | () | () | () | () | () | () | () | Making constructive criticism of the teachers (1-66) |
| 1-46 | () | () | () | () | () | () | () | () | () | Respecting the opinions of the teachers (1-67) |
| 1-47 | () | () | () | () | () | () | () | () | () | Accepting teachers' proposals for new approaches to education which are not against teaching laws and regulations (1-68) |
| 1-48 | () | () | () | () | () | () | () | () | () | Protecting the teachers' rights when they are faced with injustice (1-69) |
| 1-49 | () | () | () | () | () | () | () | () | () | Allowing teachers to criticize the supervisory system and the supervisors (1-70) |

IMPORTANT: Please check if you have answered all the questions
49 through 70 in this section

According to the 7th Article of the Regulations of the Ministry of Education's Board of Supervisors, in order to be appointed as a supervisor one should be a graduate of a University or a higher institution, have at least 8 years of teaching experience in a secondary or higher institution, in this period also have administrative experience for at least 3 years, and finally, to be noted as successful in both of these areas of service.

In your opinion, concerning the appointment of the supervisors, which of the following should be considered?

1. () Present regulations concerning years of service should continue.
2. () There should be 8 years of teaching required without any administrative service.
3. () Years of administrative service should be increased but teaching period should be limited to 5-8 years.
4. () Years of teaching and administrative service should be increased.
5. () Years of both teaching and administrative services should not be limited.
6. () Please, give your proposals other than indicated above.

Below are listed some problems concerning supervision and supervisors. Please, read each of the problems carefully. If the given problem is not one of the problems you face, please put an (x) in the first () next to it. If otherwise, then please put an (x) in the box that best represents your opinion.

| | | This is not a Problem (1) | Not Important (2) | Less Important (3) | Important (4) | Very Important (5) |
|------|---|---------------------------------|----------------------|-----------------------|------------------|-----------------------|
| 2-6 | The number of teachers to one supervisor | () | () | () | () | () |
| 2-7 | Investigation duties interfering with counselling duties | () | () | () | () | () |
| 2-8 | Lack of enough time allowed to each teacher during supervision | () | () | () | () | () |
| 2-9 | Too much time required to prepare supervisory reports | () | () | () | () | () |
| 2-10 | Insufficient amount paid for this duty | () | () | () | () | () |
| 2-11 | In some circumstances to be required to supervise subject areas which are outside of one's field | () | () | () | () | () |
| 2-12 | Facing difficulties in localities (food, board, adjustment to the climate) | () | () | () | () | () |
| 2-13 | Lack of follow-up by supervisors on the recommendations that they make | () | () | () | () | () |
| 2-14 | Lack of cooperation from teachers on the improvement of teaching and educational matters | () | () | () | () | () |
| 2-15 | Lack of consideration given to proposals by related departments of the Ministry of Education | () | () | () | () | () |
| 2-16 | Scientific evaluation methods not used by the supervisor in order to measure teachers' success accurately--everybody does what he pleases | () | () | () | () | () |
| 2-17 | Lack of cooperation by the administrators in the improvement of teaching activities | () | () | () | () | () |
| 2-18 | Teachers' not expressing the problems that they face | () | () | () | () | () |
| 2-19 | Lack of assistance given by the Ministry in providing the schools with recommended publications and teaching tools | () | () | () | () | () |
| 2-20 | Work load of supervisory duties not allowing proper time for self improvement and reading professional publications | () | () | () | () | () |

Despite your problems indicated above are you satisfied with your supervision duties in general?

- 2-21. 1. Yes, I am satisfied ()
 2. No, I am not satisfied ()

If you have problems other than those listed above, please indicate in the space given below and give its degree of importance in a parentheses next to it (less important, important, very important) (In case the space is not enough you can continue onto the next page.)

() () ()

Would you like the current supervisory system to be changed?

- 2-22 1. Yes ()
 2. No ()

If your answer is "Yes" which one of the proposals listed below is most beneficial?

- 2-23. () 1. Current system should continue but the investigation duties should be taken away from the supervisors, and given to a newly established "Board of Inquiry" and the supervisors should only be responsible for the evaluation of educational activities.
- () 2. There should be two types of supervisors. The first one should work with investigations and administrative supervision. The second one should serve as a helper and a counsellor to teachers on educational and teaching matters.
- () 3. There should be regional supervisory directorates, and in these directorates there should be one director and a sufficient number of supervisors. The directors should have the authority to plan and execute a regional supervision program. All the supervisory duties of this region (courses, examinations, administrative supervision and investigations) should be given to these supervisors.
- () 4. There should be two types of supervisors. The first one should deal with investigations and Ankara should become a center. The second one should work as a "guidance supervisor" who should be attached to the education director of the district. These should work as helpers and counsellors to the teachers on educational matters.

- () 5. There should be two kinds of supervisors. The first one should be attached to the Board of Education and the Ministry central organization, as "Ministry's General Supervisors." Their duties should be to carry on researches to help the above offices and evaluate the Turkish educational activities as a whole. The second one as a "Ministry Supervisor" should perform such activities as evaluation, counselling, supervision of the administration and personnel.
- () 6. I propose something entirely different than the ones listed above (please, write your proposal in the space available on the back of this page).

THE QUESTIONNAIRE IS COMPLETED.

PLEASE, CHECK AGAIN IF YOU HAVE ANSWERED ALL THE QUESTIONS.

THANK YOU FOR YOUR COOPERATION.

APPENDIX IV
QUESTIONNAIRES FOR TEACHERS AND SUPERVISORS
(in original Turkish form)

Bugün kü
Eğitim Düzeninde
Bakanlık
Müfettişlerinin
Rolü ile ilgili
Anket
I.

MİLLÎ EĞİTİM BAKANLIĞI

PLANLAMA-ARAŞTIRMA VE KOORDİNASYON DAİRESİ

ARAŞTIRMA BÖLÜMÜ

MART 1971 ANKARA

Sayın Meslektaş,

İlişikte size gönderilen anketin cevaplandırılmasına harcayacağınız zaman için şimdiden teşekkür ederim.

" Bugünkü Eğitim Düzeninde Bakanlık Müfettişlerinin Rolü " konusunda yapılan bu araştırmada eğitim faaliyetlerinin daima içinde bulunan siz meslektaşının değerli tecrübelerinden ve fikirlerinden faydalanmak istiyorum.

Bu araştırmanın amacı " BUGÜNKÜ EĞİTİM DÜZENİNDE BAKANLIK MÜFETTİŞLERİNİN ROLÜ " nü ortaya koymaktır. Araştırmanın başarıya ulaşabilmesi ancak sizin dikkatle ve samimiyetle vereceğiniz cevaplara bağlıdır. Vereceğiniz cevaplar isimsiz olarak değerlendirilecek ve elde edilecek sonuçlar bu konuda Türk Öğretmenlerinin ve müfettişlerinin neler düşündüklerini yansıtacaktır. Araştırmanın sonuçları Millî Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesince yayınlanacak ve sizlerin hizmetine sunulacaktır.

Lütfen cevaplarınızı hiç bir tesir altında kalmadan tamamen düşüncelerinize ve kanaatlerinize uygun olarak veriniz. Anketin üzerine her ne sebeple olursa olsun kişiliğinizi belirtecek bir isim yazmayınız, imza atmayınız. Anketin cevaplanması bittikten sonra ilişikteki zarfa koyup sıkıca kapayınız ve zarfı

Millî Eğitim Bakanlığı

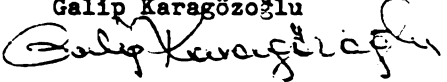
Planlama-Araştırma ve Koordinasyon Dairesi

Başkanlığı (Teftiş Araştırması)

TEKNİK OKULLAR / ANKARA

adresine gönderilmek üzere okul müdürüne teslim ediniz.

Gösterdiğiniz ilgi için şimdiden teşekkür ederim.

Galip Karagözoğlu


**BAKANLIK MÜFETTİŞLERİNİN EĞİTİMDEKİ
RÖLLERİ İLE İLGİLİ ANKET
(Öğretmenler için)**

ACIKLAMA :

Bu ankette sizler için hazırlanmış bazı sorular vardır. Her soruyu iyice okuyunuz. Ondan sonra her soru için verilmiş olan cevaplar açısından en uygun bulduğunuz bir tanesini seçiniz ve cevabın karşısında olan (☐) karesinin içine (X) bir çarpı işareti koyunuz.

BÖLÜM I.

Kendinizle İlgili Sorular

1-6 Yaşınız nedir ?

- 1 ☐ 25 ten az
- 2 ☐ 25-35
- 3 ☐ 36-45
- 4 ☐ 46-55
- 5 ☐ 56 ve daha fazla

1-7 Cinsiyetiniz nedir ?

- 1-7-1 ☐ Kadın 2 ☐ Erkek

1-8 Branşınız nedir ? (Mezun olduğunuz okuldaki öğrenim dalınız ?)

- 1 ☐ Türkçe-Edebiyat
- 2 ☐ Matematik ve Fen Bilgileri (Matematik, Fizik, Kimya, Biyoloji, Tabiat Bilgisi)
- 3 ☐ Sosyal Bilgiler (Tarih, Coğrafya, Yurttaşlık Bilgisi)
- 4 ☐ Yabancı Dil
- 5 ☐ Sanat ve Maharet Dersleri (Resim-İş, Müzik, Beden Eğitimi)
- 6 ☐ Öğretmenlik Meslek Dersleri ve Felsefe Grubu
- 7 ☐ Erkek Teknik Meslek Dersleri
- 8 ☐ Kız Teknik Meslek Dersleri
- 9 ☐ Diğerleri (Belirtiniz)

1-9 Son mezun olduğunuz okul veya şimdiki görevinizi yapmanıza esas olan kurs veya imtihan ;

- 1 ☐ Üniversite
- 2 ☐ Yüksek Öğretmen Okulu
- 3 ☐ Teknik Öğretim yapan bir yüksek öğrenim müessesesi
- 4 ☐ Eğitim Enstitüsü
- 5 ☐ Yabancı bir kolej veya Üniversite
- 6 ☐ Orta dereceli bir meslek okulu
- 7 ☐ Kurslardan mezun olmak veya imtihanla
- 8 ☐ Bunların dışında varsa belirtiniz

1-10 İdarecilik dahil kaç yıllık öğretmensiniz ?

- 1 ☐ İki yıldan az
- 2 ☐ 2-4 yıl
- 3 ☐ 5-9 yıl
- 4 ☐ 10-19 yıl
- 5 ☐ 20-29 yıl
- 6 ☐ 30 yıl ve daha fazla

1-11 Çalıştığınız okul aşağıdakilerden hangisidir ? (Bir tane işaretleyiniz.)

- 1 ☐ Ortaokul
- 2 ☐ Lise
- 3 ☐ Öğretmen Okulu
- 4 ☐ Kız Enstitüsü ve Kız Sanat Ortaokulu
- 5 ☐ Erkek Sanat Enstitüsü
- 6 ☐ İmam-Hatip Okulu
- 7 ☐ Ticaret Lise ve Ortaokulu
- 8 ☐ Özel Ortaokul ve Lise

1-12 İdareciler dahil olmak üzere okulunuz da kaç asil öğretmen var ?

- 1-12-1 ☐ 5 ten az
2 ☐ 5-10
3 ☐ 11-20
4 ☐ 21-30
5 ☐ 31-40
6 ☐ 41-50
7 ☐ 51 ve daha fazla

1-13 Orta dereceli okul öğretmeni olduğunuz günden bugüne kadar dersleriniz kaç defa müfettişlerce teftiş edildi ?

- 1-13-1 ☐ Bir defa
2 ☐ 2-4
3 ☐ 5-7
4 ☐ 8 ve daha fazla

BÖLÜM II.

Teftiş ve Müfettişler ile İlgili Sorular

1-14 En son teftişte müfettiş mesleğiniz ve branşınızla ilgili yeni ders araçlarını tanımanız için size yardımcı oldu mu ?

- 1-14-1 ☐ Çok yardımcı oldu.
2 ☐ Beklediğim kadar yardımcı olmadı.
3 ☐ Hiç yardımcı olmadı.

1-15 En son teftişte sizi denetleyen müfettiş mesleğiniz ve branşınızla ilgili yayınları tanımanız için size yardımcı oldu mu ?

- 1-15-1 ☐ Çok yardımcı oldu.
2 ☐ Beklediğim kadar yardımcı olmadı.
3 ☐ Hiç yardımcı olmadı.

1-16 En son teftişte dersinizi denetleyen müfettiş öğretim metodunuzun daha başarılı olabilmesi için tavsiyelerde bulundu mu ?

-1 ☐ Evet 2 ☐ Hayır

Cevabınız "EVET" ise lütfen 17 numaralı soruyu cevaplandırınız.

1-17 Öğretim metodunuzun daha başarılı olabilmesi için müfettişçe yapılan tavsiyeleri nasıl buldunuz ?

-1 ☐ Yerinde ve faydalı
2 ☐ Kısmen faydalı
3 ☐ Lüzumsuz ve faydasız
4 ☐ Bu konuda bir fikrim yok.

1-18 Kanaatinize göre sizi en son teftiş eden müfettişin eğitim bilgisi (öğretim metodları, eğitim psikolojisi, eğitim sosyolojisi ve eğitim felsefesi) nasıldı ?

-1 ☐ Çok iyi
2 ☐ İyi
3 ☐ Orta
4 ☐ Çok az
5 ☐ Hiç

1-19 Kanaatinize göre sizi en son teftiş eden müfettişin dersinizle ilgili branş bilgisi nasıldı ?

-1 ☐ Çok iyi
2 ☐ İyi
3 ☐ Orta
4 ☐ Çok az
5 ☐ Hiç

1-20 En son teftişte sizi teftiş eden müfettişin davranışlarını insanlık ilişkileri bakımından nasıl buldunuz ? (Yalnız birini işaretleyiniz)

-1 ☐ Samimi, arkadaşça davranan, cana yakın,
2 ☐ Çok gururlu ve başkalarını küçük gören
3 ☐ Çok ciddi ve formalitelere düşkün
4 ☐ Laubali ve ciddi olmayan
5 ☐ Kararsız birsey söyleyen

1-21 Sizi teftiş eden müfettişle yaptığınız konuşma ve görüşmeler sonunda öğretmenlik mesleği hakkında sahip olduğunuz duygularda bir değişiklik oldu mu ?

- 1 ☐ Mesleğime daha çok bağlandım ve çalışma isteğim arttı.
- 2 ☐ Öğretmenlik mesleğine duyduğum ilgi ve çalışma isteğim azaldı.
- 3 ☐ Duygularımda hiçbir değişiklik olmadı.
- 4 ☐ Kararsızım bu konuda birşey söyleyemem.

1-22 Müfettişlerin teftişler sırasında öğretmenlerden eğitim-öğretim etkinlikleriyle ilgili olarak neler istediklerini ve en çok nelere dikkat ettiklerini biliyor musunuz ?

- 1 ☐ Biliyorum
- 2 ☐ Az biliyorum
- 3 ☐ Bilmiyorum.

1-23 Dersinize bir müfettiş girdiği zaman, kendinizi nasıl hissedersiniz ?

- 1 ☐ Çok heyecanlanırım
- 2 ☐ Heyecanlanırım
- 3 ☐ Soğukkanlılığımı muhafaza ederim.
- 4 ☐ Davranışlarımda bir değişiklik olmaz.

1-24 Dersinize bir müfettiş girdiği zaman dersinizi işlemeniz de bir değişiklik olur mu ?

- 1 ☐ Daha düzenli olur ve en iyi şekilde dersimi işlemeye çalışırım.
- 2 ☐ Her zamanki gibi hareket eder, her gün ki uygulamama devam ederim.
- 3 ☐ Öğrenciler heyecanlanmaz normal şekilde ders işleyemem.
- 4 ☐ Bir fikrim yok.

1-25 Sizin kanınıza göre; müfettişler öğretmenlere yapmış oldukları tavsiyelerde kendi aralarında görüş birliğine sahip midirler ?

- 1 ☐ Tam görüş birliğine sahiptirler.
- 2 ☐ Biraz görüş birliğine sahiptirler
- 3 ☐ Hiç görüş birliğine sahip değillerdir,
- 4 ☐ Kararsızım birşey söyleyemem.

1-26 Mufettişlerce yapılan teftişlerin okullardaki eğitim ve öğretim çalışmalarının daha verimli hale gelmesine yardımcı olduğuna inanıyor musunuz ?

- 1 ☐ İnaniyorum
- 2 ☐ Az inanıyorum
- 3 ☐ Hiç inanmıyorum
- 4 ☐ Birşey söyleyemem

1-27 Bir genelleme yapmanız gerekirse; sizin kanaatınıza göre öğretmenlerin ne kadarı mufettişlik müessesesinin faydalı olduğuna inanmaktadır ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Pek azı
- 5 ☐ Hiçbiri

1-28 Sizin kanınıza göre mufettişler yapmış oldukları teftişlerde öğretmenlerin ne kadarının başarı derecesini tam olarak ölçebiliyorlar ?

- 1 ☐ Hepsinin
- 2 ☐ Çoğunluğunun
- 3 ☐ Bazılarının
- 4 ☐ Hiçbirisinin

BÜTÜN BAKANLIK MUFETTİŞLERİ HAKKINDA BİR GENELLEME YAPMANIZ GEREKİRSE SİZİN KANAATLERİNİZE GÖRE :

1-29 Mufettişlerin ne kadarı eğitim ve öğretim faaliyetlerinin daha verimli hale getirilmesinde öğretmenlere rehberlik edebilecek branş bilgisine sahiptir ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-30 Müfettişlerin ne kadarı eğitim ve öğretim faaliyetlerinin daha verimli hale getirilmesinde öğretmenlere rehberlik edebilecek eğitim bilgisine (öğretim metotları, eğitim psikolojisi, eğitim sosyolojisi ve eğitim felsefesi) sahiptir ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-31 Müfettişlerin ne kadarı öğretmenin değerlendirilmesinde hangi ölçülerin (kriterlerin) kullanılacağını biliyorlar ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-32 Müfettişlerin ne kadarı eğitimdeki bilimsel değerlendirme tekniklerini bilmektedirler ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-33 Öğretmenlerin değerlendirilmesi yapılırken hangi ölçülerin (kriterlerin) kullanılması gerektiği konusunda Müfettişler arasında bir görüş birliği var mıdır ?

- 1 ☐ Tam bir görüş birliği vardır.
- 2 ☐ Oldukça yakın görüş birliği vardır
- 3 ☐ Hiç görüş birliği yoktur
- 4 ☐ Kararsızım birşey söyleyemem.

BÖLÜM III.

Bu bölümde taftış ve müfettişlikle ilgili bir takım fikirler verilmiştir. Her fikri dikkatlice okuyunuz. Bu fikrin size göre ne kadar önemli olduğuna karar veriniz. Kararınızı her maddenin sol tarafında önem derecesini bildiren şıklardan birine (X) işareti koyarak belirtiniz.

Sonra her fikrin bugünkü uygulamalarda ne kadar sık görüldüğünü düşüncenizle sağ taraftaki bölümleri işaretliyerek belirtiniz.

| ÖNEM DERECEST | | | | | UYGULAMADAKİ SIKLIĞI | | | | | |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|-----------|--------------------------|--------------------------|--------------------------|
| | Çok önemli | Önemli | Önemsiz | Hiç önemli değil | Kararsızım | | Her zaman | Ara sıra | Hiçbir zaman | Kararsızım |
| | (1) | (2) | (3) | (4) | (5) | | (1) | (2) | (3) | (4) |
| (1-34) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlerin uyguladıkları öğretim metotlarının gelişmesinde rehberlik etmek; | (1-55) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-35) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlere öğretmenlik mesleği ile ilgili yayınları tanıtmak; | (1-56) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-36) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Okullardaki öğrenci disiplini ile ilgili problemlerin çözümünde yönetici ve öğretmenlere rehberlik etmek; | (1-57) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-37) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlere eğitimle ilgili konferanslar vermek; | (1-58) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-38) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlere yeni ders araçlarını tanıtmak ve ders araçlarının nasıl kullanılacağını göstermek; | (1-59) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-39) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Örnek dersler vererek bir konunun en iyi şekilde nasıl işleneceğini göstermek; | (1-60) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-40) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenin karşılaştığı her türlü eğitim öğretim problemlerinin çözümlenmesinde başvurulacak bir eğitim danışmanı olmak; | (1-61) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-41) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğrenci başarılarının bilimsel metotlarla değerlendirilmesinde öğretmenlere rehberlik etmek; | (1-62) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ÖNEM DEREJESİ

UYGULANADAKİ SIKLIĞI

| <p>Çok önemli Önemli Önemsiz Hiç önemli değil Kararsızım</p> | (1)(2)(3)(4)(5) | Dersin işlenmesinde görülen olumlu ve olumsuz yönleri öğretmenin kendisi ile tartışmak; | (1-63) | <p>Her zaman Ara sıra Hiçbir zaman Kararsızım</p> | (1)(2)(3)(4) |
|--|--|--|--------|---|--------------|
| 1-42) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-43) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenin sınıf dışındaki diğer eğitim öğretim faaliyetleri (eğitsel kollar, yasılı yoklama kağıtlarının değerlendirilmesi, soru hazırlama vb.) ile ilgili olumlu ve olumsuz yönleri öğretmenin kendisiyle tartışmak; | (1-64) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-44) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenin başarısı hakkında tam karar verebilmek için gerektiğinde çeşitli değerlendirmeye usullerine başvurmak; | (1-65) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-45) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenin başarısının değerlendirilmesinde çok küçük ayrıntılara önem vermemek ve eğitimi bir bütün olarak değerlendirmek; | (1-66) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-46) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenler ve yöneticiler tarafından ortaya konulan eğitim öğretim problemlerine çözüm yolu bulunmasına samimiyetle gayret etmek; | (1-67) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-47) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Eğitim-öğretim etkinliklerinde öğretmenlerden neler beklendiğini ve değerlendirmede hangi ölçülerin kullanılacağını açık ve seçik olarak öğretmenlere bildirmek; | (1-68) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-48) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenleri eğitim-öğretimle ilgili yazılar yazmaya teşvik etmek; | (1-69) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-49) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenlere eşit arkadaş muamelesi yapmak; | (1-70) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-50) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenler hakkında yapıcı tenkidlerde bulunmak; | (1-71) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 1-51) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Öğretmenlerin fikirlerine ve düşüncelerine saygı göstermek; | (1-72) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

ÖNEM DERECEİ

UYGULANADAKİ SIKLIK

| | Çok Önemli (1) | Önemli (2) | Önemli (3) | Hiç Önemli değil (4) | Kararsızım (5) | | Her zaman (1) | Ara sıra (2) | Hiçbir zaman (3) | Kararsızım (4) |
|--------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|------------------|--------------------------|--------------------------|--------------------------|
| (1-52) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Kanun ve yönetmeliklere aykırı düş- meyen ve öğretmenlerce ileri sürülen eğitim-öğretim yeniliklerini kolayca kabullenmek; | (1-73) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-53) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlere yapılan haksızlıklarda öğretmenlerin haklarının koruyucusu olmak; | (1-74) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (1-54) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlerin teftiş sistemi ve mü- fettişler hakkında yaptıkları ten- kidleri hoş görmek; | (1-75) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DİKKAT : Bu bölümde bulunan 34. ve 75. soruların hepsini cevaplandırıp cevap
landırmadığınızı lütfen kontrol ediniz.

1-76) Millî Eğitim Bakanlığı Teftiş Kurulu Yönetmeliğinin yedinci maddesine
göre Millî Eğitim Bakanlığı Müfettişliğine atanabilmek için bir üniversite ve
sek okuldan mezun olmak ve ayrıca orta veya yüksek dereceli okullarda en az 8 yıl
öğretmenlik yapmış olmak ve bu süre içinde de en az 3 yıl meslek bünyesinde
olarak çalışmış bulunmak ve her iki alanda üstün başarı tesbit edilmiş olmak

Sizin kanaatinize göre müfettişlerin atanmasında aşağıdaki özellikler
hangileri dikkate alınmalıdır ?

- ☐ Eski ölçüler kullanılmaya devam edilmeli.
- ☐ İdarecilik kaydı kaldırılmalı fakat 8 yıl öğretmenlik yapmış olmak
şart olmalı.
- ☐ İdarecilik müddeti arttırılmalı fakat öğretmenlik süresi 5-8 yıl
olarak kabul edilmeli.
- ☐ İdarecilik ve öğretmenlik süresi arttırılmalıdır.
- ☐ Gerek öğretmenlikte gerekse yöneticilikte geçen süreler dondurulmalı.
- ☐ Yukardakilerden daha değişik bir teklifiniz varsa belirtiniz.

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BÖLÜM IV.

Aşağıda Öğretmenlik görevinizle ilgili bazı problemler verilmiştir. Her bir problemi dikkatlice okuyunuz. Şayet bu problem sizi ilgilendirmiyorsa ilgili sütuna (X) işareti koyunuz. Eğer problem sizi ilgilendiriyorsa sizce önem derecesini saptayınız ve kanaatinizi ilgili yeri işaretliyerek belirtiniz.

| | Bu bir problem değildir. | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| | Önemsiz | Az önemli | Önemli | Çok önemli | |
| (2-6) Okullarda disiplin işlerinin çok bozuk oluşu | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (1)(2)(3)(4)(5) |
| (2-7) Ders araçlarının yetersiz oluşu | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-8) Öğretmen-Öğrenci ilişkilerinin iyi <u>olmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-9) Okul kitaplığının iyi <u>çalışmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-10) Eğitsel kolların verimli <u>olmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-11) Haftalık ders saatinin çok fazla <u>oluşu</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-12) Çevrede ders konularıyla ilgili kaynak kitaplarının <u>bulunmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-13) Dersleri daha iyi işleyebilmek için çevrede yol gösterecek kimsenin <u>olmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-14) Öğrencileri en az iki yazılı bir sızlü yapmak mecburiyetinin oluşu | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| (2-15) Yöneticilerin Öğretmenlere eğitim-öğretim etkinliklerinde yardımcı <u>olmaması</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | Bu bir problem değildir. | | | | |
|---|--------------------------|-----------|--------|------------|-----|
| | Önemli | As Önemli | Önemli | Çok Önemli | |
| (2-16) Öğrencilerin devamsızlığının <u>önlenemeyişi</u> | (1) | (2) | (3) | (4) | (5) |
| (2-17) Öğretmenin kendi kendini yetiştirebilmesi için gerekli yardımın Bakanlıkça <u>sağlan- maması</u> | | | | | |
| (2-18) Sınıfların çok kalabalık oluşu | | | | | |
| (2-19) Eğitim-öğretimde yeni buluşları ve bilgi- leri öğrenme imkânlarının <u>yokluğu</u> | | | | | |
| (2-20) Mesleki kurslar ve seminerlere katılmak imkânının <u>olmaması</u> | | | | | |
| (2-21) Müfredat programının çok yüklü oluşu | | | | | |

Yukardaki problemlerden daha başka problemleriniz varsa lütfen aşağıdaki boşluğa yazarak karşısına önem derecesini (as önemli, önemli, çok önemli) olarak bir parantez içine (.....) işaretleyiniz. Eğer aşağıdaki boşluk yetmezse en arkadaki boş sayfeye geçebilirsiniz.

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Bugünkü teftiş sistemimizin değiştirilmesini istiyormusunuz?

2-23-1 ☐ Evet

2 ☐ Hayır

Cevabınız "Evet" ise aşağıdaki tekliflerden size göre hangisinin kabulü daha yararlı olabilir?

- 24-1 ☐ Bugünkü sistem devam etmeli fakat müfettişlerden soruşturma görevi alınarak, Bakanlıkta kurulacak bir "Soruşturma Kurulu"na verilmeli ve müfettişler sadece eğitim-öğretim etkinliklerinin denetlenmesinde görevlendirilmeli
- 2 ☐ İki tür müfettiş olmalıdır
Birincisi soruşturma işleriyle ve idari teftişlerle ilgilenmeli; ikincisi eğitim-öğretim etkinliklerinde öğretmenlere yardımcı ve rehber olacak bir kaynak kişi olmalıdır
- 3 ☐ Bölgesel Baş Müfettişlikler kurulmalı ve bu baş müfettişliklerde bir baş müfettiş ve yeter sayıda müfettiş bulunmalıdır. Bölgenin teftiş programının hazırlanmasında ve uygulanmasında baş müfettişlere gerekli yetki verilmeli ve o bölgeye bağlanacak okulların her türlü teftişi (Ders, imtihan ve müessese teftişleri ile soruşturmalar) bölge merkezindeki bu müfettişlerce yapılmalıdır.
- 4 ☐ İki tür müfettiş olmalı. Birincisi sadece soruşturma işleriyle ve müessese teftişleriyle ilgilenmeli ve Ankara tek merkez olmalıdır.
İkinci tür müfettiş ise "Rehber müfettiş" göreviyle Millî Eğitim Müdürlüklerinin emrinde çalışmalı ve eğitim-öğretim etkinliklerinde öğretmenlere yardımcı ve rehber olacak bir kaynak kişi olmalıdır.
- 5 ☐ İki tür müfettiş olmalı. Birincisi "Bakanlık Genel Müfettişleri" olarak Talim ve Terbiye Kurulu ile Bakanlık Merkez Örgütünün aydınlatıcı, onlara yardım edici inceleme ve araştırma işleriyle ilgilenmeli, Türk eğitim faaliyetlerini bir bütün olarak değerlendirmeye çalışmalıdır.
İkinci tür müfettiş ise "Bakanlık Müfettişi" olarak her türlü teftiş ve murakabe, değerlendirme ve rehberlik tahkikat gibi teşkilâta ve personele dönük faaliyetlerde görevlendirilmelidir
- 6 ☐ Yukardakilerden farklı bir teklifim var. (Lütfen teklifinizi etraflı olarak bu sahifenin arkasındaki boş kısma yazınız.)

ANKETİN CEVAPLANDIRILMASI BİTTİ;

ŞİMDİ ANKETİ BİRDEFA GÖZDEN GEÇİREREK BÜTÜN SORULARA CEVAP VERİP VERMEDİĞİNİZİ KONTROL EDİNİZ;

ARAŞTIRMAYA YAPTIĞINIZ KATKILAR İÇİN TEŞEKKÜRLER.

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**Bugünkü
Eğitim Düzeninde
Bakanlık
Müfettişlerinin
Rolü ile ilgili
Anket
II.**

MİLLÎ EĞİTİM BAKANLIĞI
PLANLAMA-ARASTIRMA VE KOORDİNASYON DAİRESİ
ARASTIRMA BÖLÜMÜ
MART 1971 ANKARA

Sayın Meslektaş .

İlişikte size gönderilen anketin cevaplandırılmasına ayıracağınız zaman için şimdiden teşekkür ederim.

"Bugünkü Eğitim Düzeninde Bakanlık Müfettişlerinin Rolü" konusunda yapılan bu araştırmada eğitim faaliyetlerinin daima içinde bulunan siz meslektaşımın değerli tecrübelerinden ve fikirlerinden faydalanmak istiyorum.

Bu araştırmanın amacı "BUGÜNKÜ EĞİTİM DÜZENİNDE BAKANLIK MÜFETTİŞLERİNİN ROLÜ" nü belirtmektir. Araştırmanın başarıya ulaşabilmesi ancak sizin dikkatle ve samimiyetle vereceğiniz cevaplara bağlıdır. Vereceğiniz cevaplar isimsiz olarak değerlendirilecek ve elde edilecek sonuçlar bu konuda Türk öğretmeninin ve müfettişlerinin neler düşündüklerini yansıtacaktır. Araştırmanın sonuçları Millî Eğitim Bakanlığı Planlama-Araştırma ve Koordinasyon Dairesince yayınlanacak ve sizlerin hizmetine sunulacaktır.

Lütfen cevaplarınızı hiçbir tesir altında kalmadan tamamen düşüncelerinize ve kanaatlerinize uygun olarak veriniz. Anketin üzerine her ne sebeple olursa olsun, kişiliğinizi belirtecek bir isim yazmayınız ve imza atmayınız.

Anketin cevaplanması bittikten sonra ilişikteki zarfa koyup sıkıca kapayınız ve zarfı :

Millî Eğitim Bakanlığı

Planlama-Araştırma ve Koordinasyon

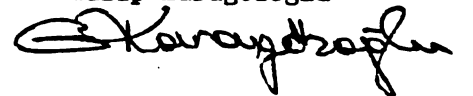
Dairesi Başkanlığı (Teftiş Araştırması)

TEKNİK OKULLAR / ANKARA

adresine gönderilmek üzere Teftiş Kurulu Başkanlığına teslim ediniz.

Gösterdiğiniz ilgi için teşekkür ederim.

Galip Karagözoğlu



**BAKANLIK MÜFETTİŞLERİNİN EĞİTİMDEKİ
ROLLERİ İLE İLGİLİ ANKET**
(Müfettişler için)

ACIKLAMA :

Bu ankette sizler için hazırlanmış bazı sorular vardır. Her soruyu iyice okuyunuz. Ondan sonra her soru için verilmiş cevaplar içinden en uygun bulduğunuz bir tanesini seçiniz ve cevabın karşısında olan (☐) karesinin içine (X) bir çarpı işareti koyunuz.

Bölüm I.

Kendinizle İlgili Sorular

1-6 Yaşınız nedir ?

- 1-6-1 ☐ 30 yaşından az
2 ☐ 31-45
3 ☐ 46-60
4 ☐ 61 ve daha fazla

1-7 Cinsiyetiniz nedir ?

- 1-7-1 ☐ Kadın 2 ☐ Erkek

1-8 Hangi dersin müfettişisiniz ?

- 1 ☐ Türkçe-Edebiyat
2 ☐ Sosyal Bilgiler (Tarih, Coğrafya, Yurttaşlık Bilgisi)
3 ☐ Matematik ve Fen Bilgileri (Matematik, Fizik, Kimya, Biyoloji, Tabiat Bilgisi)
4 ☐ Yabancı Dil (İngilizce, Fransızca, Almanca vb.)
5 ☐ Sanat ve Maharet Dersleri (Resim-İş, Müzik, Beden Eğitimi)
6 ☐ Öğretmenlik Meslek Dersleri ve Felsefe Grubu
7 ☐ Erkek Teknik Meslek Dersleri
8 ☐ Kız Teknik Meslek Dersleri
9 ☐ Diğerleri (Belirtiniz)

1-9 Toplam olarak bugüne kadar kaç yıl müfettişlik yaptınız ?

- 1 ☐ İki yıldan az
- 2 ☐ 2-4 yıl
- 3 ☐ 5-9 yıl
- 4 ☐ 10-19 yıl
- 5 ☐ 20 yıl ve daha fazla

1-10 Müfettiş olmadan önce kaç yıl öğretmenlik yaptınız ?
(Okullardaki idarecilikler dahil)

- 1 ☐ On yıldan az
- 2 ☐ 10-14 yıl
- 3 ☐ 15-19 yıl
- 4 ☐ 20-24 yıl
- 5 ☐ 25-29 yıl
- 6 ☐ 30 yıl ve daha fazla

1-11 Toplam olarak bugüne kadar kaç yılınızı öğretmenlik mesleğinde geçirdiniz ? (Müfettişlik ve idareciliklerde geçen süreler dahil)

- 1 ☐ 10 yıldan az
- 2 ☐ 10-14 yıl
- 3 ☐ 15-19 yıl
- 4 ☐ 20-24 yıl
- 5 ☐ 25-29 yıl
- 6 ☐ 30 yıl ve daha fazla

1-12 Bugüne kadar kaç yıl idarecilik yaptınız ? (Müdür yardımcılıkları da dâhil)

- 1 ☐ Hiç idarecilik yapmadım.
- 2 ☐ 2 yıldan az idarecilik yaptım
- 3 ☐ 3-6 yıl
- 4 ☐ 7-10 yıl
- 5 ☐ 11-14 yıl
- 6 ☐ 15 ve daha fazla yıl idarecilik yaptım.

-13 Son mesun olduğunuz okul veya şimdiki görevinizi yapmanıza esas olan kurs veya imtihan :

- 1 ☐ Üniversite
- 2 ☐ Yüksek Öğretmen Okulu
- 3 ☐ Teknik Öğretim yapan bir yüksek öğrenim müessesesi
- 4 ☐ Eğitim Enstitüsü
- 5 ☐ Yabancı bir kolej veya Üniversite
- 6 ☐ Orta dereceli bir meslek okulu
- 7 ☐ Kurslardan mesun olmak veya imtihanla
- 8 ☐ Bunların dışında (Belirtiniz)

Bölüm II.

Uygulama ile ilgili Sorular

-14 Yaptığınız ders denetlemeleri sırasında öğretmenlerin öğretim metotlarının daha başarılı hale gelmesi için tavsiyelerde bulunur musunuz ?

- 1 ☐ Daima
- 2 ☐ Arada bir
- 3 ☐ Hiçbir zaman

-15 Yaptığınız ders teftişleri sırasında öğretmenlere meslek ve branşlarıyla ilgili yeni ders araçlarını tanıtır ve tavsiye eder misiniz ?

- 1 ☐ Daima
- 2 ☐ Arada bir
- 3 ☐ Hiçbir zaman

-16 Yaptığınız ders teftişleri sırasında öğretmenlere meslekle ilgili yayınları tanıtır mısınız ?

- 1 ☐ Daima
- 2 ☐ Arada bir
- 3 ☐ Hiçbir zaman

1-17 Müfettişlik göreviniz sırasında hiç örnek ders verdiniz mi ?

- 1 ☐ Hiç örnek ders vermedim.
- 2 ☐ 1 kere
- 3 ☐ 2-5 kere
- 4 ☐ 6-10 kere
- 5 ☐ 10 dan fazla

1-18 Yaptığınız teftişlerde öğretmenlerin ne kadarının başarı derecesini tam olarak ölçebildiğinize inanıyorsunuz ?

- 1 ☐ Hepsinin
- 2 ☐ Çoğunluğunun
- 3 ☐ Bazılarının
- 4 ☐ Hiçbirisinin

1-19 Size göre diğer müfettişler yaptıkları teftişlerde öğretmenlerin ne kadarının başarı derecesini tam olarak ölçebiliyorlar ?

- 1 ☐ Hepsinin
- 2 ☐ Çoğunluğunun
- 3 ☐ Bazılarının
- 4 ☐ Hiçbirisinin

1-20 Öğretmenin öğretim metodunun daha verimli hale gelmesinde müfettişlerin etki derecesi nedir ?

- 1 ☐ Oldukça çoktur
- 2 ☐ Asdır
- 3 ☐ Hiç yoktur
- 4 ☐ Kararsızdır

1-21 Sizin kanınıza göre; müfettişler öğretmenlere yapmış oldukları tavsiyelerde kendi aralarında görüş birliğine sahip midirler?

- 1 ☐ Tam görüş birliğine sahiptirler
- 2 ☐ Biraz görüş birliğine sahiptirler
- 3 ☐ Hiç görüş birliğine sahip değildir.
- 4 ☐ Kararsızdır birşey söyleyemem

1-22 Mufettişlerce yapılan teftişlerin okullardaki eğitim ve öğretim çalışmalarının daha verimli hale gelmesine yardımcı olduğuna inanıyor musunuz ?

- 1 ☐ İnanıyorum
- 2 ☐ Az inanıyorum
- 3 ☐ Hiç inanmıyorum
- 4 ☐ Birşey söyleyemem

1-23 Bir genelleme yapmanız gerekirse; sizin kanaatinize göre öğretmenlerin ne kadarı mufettişlik müessesesinin faydalı olduğuna inanmaktadırlar ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Pek azı
- 5 ☐ Hiçbiri

BÜTÜN BAKANLIK MUFETTİŞLERİ HAKKINDA BİR GENELLEME YAPMANIZ GEREKİRSE SİZİN KANAATİNİZE GÖRE :

1-24 Mufettişlerin ne kadarı eğitim ve öğretim faaliyetlerinin daha verimli hale getirilmesinde öğretmenlere rehberlik edebilecek branş bilgisine sahiptir ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-25 Mufettişlerin ne kadarı eğitim ve öğretim faaliyetlerinin daha verimli hale getirilmesinde öğretmenlere rehberlik edebilecek eğitim bilgisine (Öğretim metodları, eğitim psikolojisi, eğitim sosyolojisi ve eğitim felsefesi) sahiptir ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-26 Müfettişlerin ne kadarı Öğretmenin değerlendirilmesinde hangi ölçülerin (kriterlerin) kullanılacağını biliyorlar ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-27 Müfettişlerin ne kadarı eğitimdeki bilimsel değerlendirme tekniklerini bilmektedirler ?

- 1 ☐ Hepsi
- 2 ☐ Çoğunluğu
- 3 ☐ Yarısı
- 4 ☐ Yarıdan daha azı
- 5 ☐ Hiçbirisi

1-28 Öğretmenlerin değerlendirilmesi yapılırken hangi ölçülerin (kriterlerin) kullanılması gerektiği konusunda müfettişler arasında bir görüş birliği var mıdır ?

- 1 ☐ Tam bir görüş birliği vardır.
- 2 ☐ Oldukça yakın görüş birliği vardır
- 3 ☐ Hiç görüş birliği yoktur
- 4 ☐ Kararsızım birşey söyleyemem

BÖLÜM III.

Bu bölümde teftiş ve müfettişlikle ilgili bir takım fikirler verilmiştir. Her fikri dikkatlice okuyunuz. Bu fikrin size göre ne kadar önemli olduğuna karar veriniz. Kararınızı her maddenin sol tarafında önem derecesini bildiren şıklardan birine (X) işareti koyarak belirtiniz.

Sonra her fikrin bugünkü uygulamalarda ne kadar sık görüldüğünü düşünerek kanaatinizi sağ taraftaki bölümleri işaretliyerek belirtiniz.

ÖNEM DERECEİ

Gok Önemli
Önemli
Önemli
Hiç Önemli değil
Kararsızım

(1)(2)(3)(4)(5)

(1-29) ☐ ☐ ☐ ☐ ☐

(1-30) ☐ ☐ ☐ ☐ ☐

(1-31) ☐ ☐ ☐ ☐ ☐

(1-32) ☐ ☐ ☐ ☐ ☐

(1-33) ☐ ☐ ☐ ☐ ☐

(1-34) ☐ ☐ ☐ ☐ ☐

(1-35) ☐ ☐ ☐ ☐ ☐

(1-36) ☐ ☐ ☐ ☐ ☐

ÖZELLİKLER

Öğretmenlerin uyguladıkları öğretim metodlarının gelişmesinde rehberlik etmek;

Öğretmenlere öğretmenlik mesleği ile ilgili yayınları tanıtmak;

Okullardaki öğrenci disiplini ile ilgili problemlerin çözümünde yönetici ve öğretmenlere rehberlik etmek;

Öğretmenlere eğitime ilgili konferanslar vermek;

Öğretmenlere yeni ders araçlarını tanıtmak ve ders araçlarının nasıl kullanılacağını göstermek;

Örnek dereler vererek bir konunun en iyi şekilde nasıl işleneceğini göstermek;

Öğretmenin karşılaştığı her türlü eğitim öğretim problemlerinin çözümlemesinde başvurulacak bir eğitim danışmanı olmak;

Öğrenci başarılarının bilimsel metodlarla değerlendirilmesinde öğretmenlere rehberlik etmek;

UYGULANADAKİ SIKLIĞI

Her zaman
Ara sıra
Hiçbir zaman
Kararsızım

(1)(2)(3)(4)

(1-50) ☐ ☐ ☐ ☐

(1-51) ☐ ☐ ☐ ☐

(1-52) ☐ ☐ ☐ ☐

(1-53) ☐ ☐ ☐ ☐

(1-54) ☐ ☐ ☐ ☐

(1-55) ☐ ☐ ☐ ☐

(1-56) ☐ ☐ ☐ ☐

(1-57) ☐ ☐ ☐ ☐

ÖNEM DERECEİ:

- 9 -

UYGULANMAKTA OLAN SIKLIĞI

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Çok önemli
Önemli
Önemli
Hiç önemli değil
Kararsızım

(1)(2)(3)(4)(5)
(1-37) ☐ ☐ ☐ ☐ ☐

(1-38) ☐ ☐ ☐ ☐ ☐

(1-39) ☐ ☐ ☐ ☐ ☐

(1-40) ☐ ☐ ☐ ☐ ☐

(1-41) ☐ ☐ ☐ ☐ ☐

(1-42) ☐ ☐ ☐ ☐ ☐

(1-43) ☐ ☐ ☐ ☐ ☐

(1-44) ☐ ☐ ☐ ☐ ☐

(1-45) ☐ ☐ ☐ ☐ ☐

(1-46) ☐ ☐ ☐ ☐ ☐

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Her zaman
Ara sıra
Hiçbir zaman
Kararsızım

(1)(2)(3)(4)
(1-58) ☐ ☐ ☐ ☐

(1-59) ☐ ☐ ☐ ☐

(1-60) ☐ ☐ ☐ ☐

(1-61) ☐ ☐ ☐ ☐

(1-62) ☐ ☐ ☐ ☐

(1-63) ☐ ☐ ☐ ☐

(1-64) ☐ ☐ ☐ ☐

(1-65) ☐ ☐ ☐ ☐

(1-66) ☐ ☐ ☐ ☐

(1-67) ☐ ☐ ☐ ☐

Dersin işlenmesinde görülen olumlu ve olumsuz yönleri öğretmenin kendisi ile tartışmak;

Öğretmenin sınıf dışındaki diğer eğitim öğretim faaliyetleri (eğitsel kollar, yazılı yoklama kağıtlarının değerlendirilmesi, soru hazırlama vb.) ile ilgili olumlu ve olumsuz yönleri öğretmenin kendisiyle tartışmak;

Öğretmenin başarısı hakkında tam karar verebilmek için gerektiğinde çeşitli değerlendirme usullerine başvurmak;

Öğretmenin başarısının değerlendirilmesinde çok küçük ayrıntılara önem vermek ve eğitimi bir bütün olarak değerlendirmek;

Öğretmenler ve yöneticiler tarafından ortaya konulan eğitim öğretim problemlerine çözüm yolu bulmasına samimiyetle gayret etmek;

Eğitim-öğretim etkinliklerinde öğretmenlerden neler beklendiğini ve değerlendirmede hangi ölçülerin kullanılacağına açık ve seçik olarak öğretmenlere bildirmek;

Öğretmenleri eğitim-öğretimle ilgili yazılar yazmaya teşvik etmek;

Öğretmenlere eşit arkadaş muamelesi yapmak;

Öğretmenler hakkında yapıcı tenkidlerde bulunmak;

Öğretmenlerin fikirlerine ve düşüncelerine saygı göstermek;

ÖNEM DEREJESİ

- 9 -

UYGULAMADAKİ SIKLIĞI

| ÖNEM DEREJESİ | | | | | UYGULAMADAKİ SIKLIĞI | | | | | | |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Çok önemli (1) | Önemli (2) | Önemli (3) | Hiç önemli değil (4) | Kararsızım (5) | | Her zaman (1) | Ara sıra (2) | Hiçbir zaman (3) | Kararsızım (4) | |
| 7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Kanun ve yönetmeliklere aykırı düşmeyen ve öğretmenlerce ileri sürülen eğitim-öğretim yeniliklerini kolayca kabullenmek; | (1-68) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlere yapılan haksızlıklarda öğretmenlerin haklarının koruyucusu olmak; | (1-69) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Öğretmenlerin teftiş sistemi ve müfettişler hakkında yaptıkları tenkidleri hoş görmek; | (1-70) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DİKKAT : Bu bölümde bulunan 29. ve 70. soruların hepsini cevaplandırıp cevaplandırmadığınızı lütfen kontrol ediniz.

- 71) Millî Eğitim Bakanlığı Teftiş Kurulu Yönetmeliğinin yedinci maddesine göre Millî Eğitim Bakanlığı Müfettişliğine atanabilmek için bir üniversite ve yüksek okuldan mezun olmak ve ayrıca orta veya yüksek dereceli okullarda en az 8 yıl öğretmenlik yapmış olmak ve bu süre içinde de en az 3 yıl meslek bünyesinde idareci olarak çalışmış bulunmak ve her iki alanda üstün başarı tesbit edilmiş olmak şartı.

Sizin kanaatinize göre müfettişlerin atanmasında aşağıdaki özelliklerden hangileri dikkate alınmalıdır ?

- 1 ☐ Eski ölçüler kullanılmaya devam edilmeli.
- 2 ☐ İdarecilik kaydı kaldırılmalı fakat 8 yıl öğretmenlik yapmış olmak şart olmalı.
- 3 ☐ İdarecilik süddeti arttırılmalı fakat öğretmenlik süresi 5-8 yıl olarak kabul edilmeli.
- 4 ☐ İdarecilik ve öğretmenlik süresi arttırılmalıdır.
- 5 ☐ Gerek öğretmenlikte gerekse yöneticilikte geçen süreler dondurulmuş olmalı.
- 6 ☐ Yukarıdakilerden daha değişik bir teklifiniz varsa belirtiniz.

.....

Bölüm IV.

Aşağıda müfettişlik ve teftişle ilgili bazı problemler verilmiştir. Her bir problemi dikkatlice okuyunuz. Şayet bu problem sizi ilgilendirmiyorsa ilgili sütuna bir (X) işareti koyunuz. Eğer problem sizi ilgilendiriyorsa sizce önem derecesini saptayınız ve kanaatinizi ilgili yeri işaretliyerek belirtiniz.

| | | Bu bir problem değildir. | | | | |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Önemlisiz | Az önemli | Önemli | Çok önemli | |
| | | (1) | (2) | (3) | (4) | (5) |
| (2-6) | Bir müfettişe düşen öğretmen sayısının fazlalığı; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-7) | Soruşturma görevlerinin müfettişlerin rehberlik görevlerine engel olması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-8) | Müfettişin teftişlerde bir öğretmene ayırabileceği zamanın çok az olması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-9) | Teftiş raporlarının hazırlanmasının çok zaman alması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-10) | Ödenmekte olan geçici görev yevmiyesinin yetersiz olması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-11) | Bası hallerde müfettişin bransının dışındaki derslerin teftişini yapmak sorunda kalması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-12) | Çeşitli çevrelerde yaşama (yemek, yatak, iklim intibak) soruluklarının olması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-13) | Teftişlerde yapılan tavsiyelerin yerine getirilip getirilmediğinin aynı müfettiş tarafından takibine imkân olmaması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2-14) | Genellikle öğretmenlerin, eğitim-öğretim faaliyetlerinin daha verimli hale getirilmesi için müfettişlerle işbirliğinden kaçınması; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Bu bir problem değildir

Önemli

Az Önemli

Önemli

Çok Önemli

(1)(2)(3)(4)(5)

- (2-15) Müfettişlerin teftişler sonucunda Millî Eğitim Bakanlığının diğer organlarına yaptığı tekliflerin dikkate alınmaması;
- (2-16) Müfettişlerin öğretmenlerin başarılarını tam olarak değerlendirebilmek için bilimsel değerlendirme metotlarını uygulamaması (Herkesin bildiğini okuması)
- (2-17) Genellikle okul yöneticilerinin eğitim-öğretim faaliyetlerinin daha verimli hale getirilmesi için müfettişlerle işbirliği yapmak istememesi;
- (2-18) Öğretmenlerin müfettişlere samimi olarak derhtlerini acmaması;
- (2-19) Teftişlerde öğretmenlere tavsiye edilebilecek yayınların ve ders araçlarının temininde Bakanlığın gerekli yardımı sağlamaması;
- (2-20) Müfettişlikle ilgili görevlerin çokluğunun meslekî yayınların izlenmesine ve müfettişin kendini yetiştirmesine engel olması?
- Yukarda belirttiğiniz problemlerine rağmen müfettişlik görevinden memnun musunuz ?

2-21-1 ☐ Evet Memnunuz 2 ☐ Hayır Memnun Değilim.

Yukardaki problemlerden daha başka problemleriniz varsa

Lütfen aşağıdaki boşluklara yazarak karşısına önem derecesini (az önemli, önemli, çok önemli olarak) bir parantez içinde (.....) belirtiniz. (Eğer aşağıdaki boşluk yetiçmesse arka sayfaya geçebilirsiniz.)

.....
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.....
.....

Bugünkü teftiş sistemimizin değiştirilmesini istiyormusunuz?

2-22-1 ☐ Evet

2 ☐ Hayır

Cevabınız "Evet" ise aşağıdaki tekliflerden size göre hangisinin kabulü daha yararlı olabilir?

2-23-1 ☐

Bugünkü sistem devam etmeli fakat müfettişlerden soruşturma görevi alınarak, Bakanlıkta kurulacak bir "Soruşturma Kurulu"na verilmeli ve müfettişler sadece eğitim-öğretim etkinliklerinin denetlenmesinde görevlendirilmeli

2 ☐

İki tür müfettiş olmalıdır
Birincisi soruşturma işleriyle ve idari teftişlerle ilgilenmeli; ikincisi eğitim-öğretim etkinliklerinde öğretmenlere yardımcı ve rehber olacak bir kaynak kişi olmalıdır

3 ☐

Bölgesel Baş Müfettişlikler kurulmalı ve bu baş müfettişliklerde bir baş müfettiş ve yeter sayıda müfettiş bulunmalıdır. Bölgenin teftiş programının hazırlanmasında ve uygulanmasında baş müfettişlere gerekli yetki verilmeli ve o bölgeye bağlanacak okulların her türlü teftişi (Ders, imtihan ve müessese teftişleri ile soruşturmalar) bölge merkezindeki bu müfettişlerce yapılmalıdır.

4 ☐

İki tür müfettiş olmalı. Birincisi sadece soruşturma işleriyle ve müessese teftişleriyle ilgilenmeli ve Ankara tek merkez olmalıdır.

İkinci tür müfettiş ise "Rehber müfettiş" göreviyle Millî Eğitim Müdürlüklerinin emrinde çalışmalı ve eğitim-öğretim etkinliklerinde öğretmenlere yardımcı ve rehber olacak bir kaynak kişi olmalıdır.

5 ☐

İki tür müfettiş olmalı. Birincisi "Bakanlık Genel Müfettişleri" olarak Talim ve Terbiye Kurulu ile Bakanlık Merkez Örgütünün aydınlatıcı, onlara yardım edici inceleme ve araştırma işleriyle ilgilenmeli, Türk eğitim faaliyetlerini bir bütün olarak değerlendirmeye çalışmalıdır.

İkinci tür müfettiş ise "Bakanlık Müfettişi" olarak her türlü teftiş ve murakabe, değerlendirme ve rehberlik tahkikat gibi teşkilâta ve personele dönük faaliyetlerde görevlendirilmelidir

6 ☐

Yukardakilerden farklı bir teklifim var. (Lütfen teklifinizi etraflı olarak bu sahifenin arkasındaki boş kısma yazınız.)

ANKETİN CEVAPLANDIRILMASI BİTTİ:

ŞİMDİ ANKETİ BİRDEFA GÖZDEN GEÇİREREK BÜTÜN SORULARA

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