

This article was downloaded by: [University of Connecticut]

On: 08 October 2014, At: 17:54

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



The Journal of Educational Research

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/vjer20>

Effectiveness of Supervisions Conducted by Primary Education Supervisors According to School Principals' Evaluations

Mustafa Yavuz ^a

^a Selcuk University , Turkey

Published online: 04 Sep 2010.

To cite this article: Mustafa Yavuz (2010) Effectiveness of Supervisions Conducted by Primary Education Supervisors According to School Principals' Evaluations, The Journal of Educational Research, 103:6, 371-378, DOI: [10.1080/00220670903385338](https://doi.org/10.1080/00220670903385338)

To link to this article: <http://dx.doi.org/10.1080/00220670903385338>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Effectiveness of Supervisions Conducted by Primary Education Supervisors According to School Principals' Evaluations

MUSTAFA YAVUZ
Selcuk University, Turkey

ABSTRACT. The author conducted a qualitative case study. The population of the study consisted of 8 randomly selected school principals in the area of primary education supervisors working in Konya, a province of the Turkish Republic. Face-to-face and semistructured interviews were held with the school principals within the population for 90 min. The interviews were recorded in writing and analyzed using descriptive analysis. It was determined that school principals did not have adequate knowledge about the criteria by which they were evaluated, that supervision relied heavily on what could be called “document check,” and that they thought supervisors could not perform the roles of orientating, guiding and improving teachers' educational behavior satisfactorily.

Keywords: effectiveness of supervisions, primary school, school principals' evaluations

Schooling and student numbers have rapidly increased in Turkey in recent years. According to the data from the Turkish Institute of Statistics, although the rate of schooling in primary education was 78.97% in the 1997–1998 educational years, it rose to 96.14% in the 2007–2008 educational years (Turkish Statistical Institute [TSI], 2008).

Compulsory education lasts 8 years and is conducted in primary schools. Primary schools consist of nursery classes for 6-year-old-children and eight grades that students attend for a period of 8 years after the age of 7 years. Some of these are boarding schools for students who come from small settlements that do not have schools in Turkey. The number of day primary schools is 33,042, the number of boarding primary schools is 603, and the number of private primary schools is 757. A total of 10,846,930 students are educated and 402,829 teachers are employed in these schools. Apart from these, there are 786 nursery schools, and 80,767 students attend these schools where 3,217 teachers are employed (Ministry of National Education [MNE], 2008).

Educational organizations, similar to other organizations, seek to measure and evaluate the success of activities performed. The most common and best-known method of measuring efficiency of organizations is supervision. However, the fact that the criteria employed in supervision concerning achievement of schools are not well defined and properly known leads to confusion in this regard. Supervision is the process of understanding whether organizational activities comply with the principles and rules determined according to the adopted goals (Aydm, 1986). *Supervision* can be defined as the process of supervising carried out by authorities to see whether the work conducted in the public sector or in institutions having a legal entity is performed in line with the existing laws or not (Taymaz, 1982). Organizations are supervised in order to control behavior in the name of public interest (Bursalioğlu, 1987). Regardless of the industry or organization, supervisors must have the ability to manage resources and work effectively with others. High-performance workplaces require supervisors who are aware of their organization's big picture and are able to oversee employees' actual work—thereby, implementing the organizational vision (Cremo & Felix, 2000). Workplaces demand that supervisors be able to do the following: solve problems, establish high standards for quality, take time to teach their staff, set reasonable and consistent standards and limits, treat everyone fairly, acquire and use new information, master complex systems, work with a variety of new technologies, and communicate effectively with all personnel (Chapman, McKnight, 2003; Cremo & Felix; Loen, 1994; Moglia, 1997).

Every supervisor creates an individual climate. Some supervisors come up with a workable blend of the structured

Address correspondence to Mustafa Yavuz, Selcuk University, Ahmet Kelesoglu Faculty of Education, Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program, 42090 Meram, Konya/Turkey. (E-mail: mustafaya2002@hotmail.com)

and democratic. Others come up with a blend of the permissive and democratic (O'Neil & Chapman, 2001). A supervisor must work with and through employees to get the job done on time with the highest quality and within budget. Excellence in supervision means achieving positive results through people—influencing people. Influencing skills involve two types of power: personal power, influencing people to do things because they want to; and position power, influencing people to do things because they have to. Excellent supervisors positively influence people: employees, coworkers, and customers. They do it with extraordinary personal power (Conlow, 2001).

Supervision is a method of teaching staff to act in more conscious ways. Its goal is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations (Garubo & Rothstein, 1998). The major duty of the supervisor in modern education is to conduct an efficient observation and provide the teacher with necessary conditions in teaching and training activities in order for teaching and training activities in the school to be more effective, ensure cooperation in decision making, and act as a facilitator and guide (Hoyle, 1989; Karagözoğlu, 1977; Sergiovanni & Starratt, 2002).

The supervision of principals and teachers in all these schools in Turkey is conducted by 2,844 primary education supervisors affiliated to the Ministry of National Education (MNE, 2007). According to article of the law no. 222 on Primary Education, "Implementation of activities of guidance, supervision and investigation in primary education institutions" is the duty of primary education supervisors. What is expected of the supervisor during the supervision process is to orientate, guide, and perform their role of improving teachers' educational behavior in order to raise the level of education (MNE, 1961).

The most important person for success at school is the school principal (Cotton, 2003; Fullan, 1997; Sharp & Walter, 2003). According to Karagözoğlu (1977), the worth

of the supervisor in the concept of supervision is measured by the contribution she or he makes to the improvement of education and training. Therefore, supervisors need to take this principle into account in the supervision of school principals. Supervisors need to take school principals' duties as a criterion in the supervision of school principals. The duties of school principals within the framework of legal texts and the relevant literature are listed subsequently (Cook & Mack, 1971; MNE, 2001; Seifert & Vornberg, 2002; Sharp & Walter, 2003; Taymaz, 2000):

Supervision of school principals should be performed by considering the degree of implementation of the tasks assigned to them. However, it is obvious that measuring to what degree school principals have implemented their duties is no easy task due to the fact that they are required to perform various tasks in different fields (Davis, 1998; see Table 1). Therefore, the purpose of this study is to investigate the effectiveness of the supervision process conducted by primary education supervisors in the light of the evaluations of school principals. The population of this study is limited to the principals of primary, boarding primary, private primary, and nursery schools working in Konya, a province of the Turkish Republic.

As shown in Table 2, the principals in the population group consisted of 16.6% women and 83.4% men. The average length of service of the participants was calculated to be 2.5. The total number of students in the two schools given in Table 2 is not stated clearly so as not to reveal the schools' names.

Method

Research Approach

This is a qualitative case study. A qualitative study can be defined as

a kind of study where data collection methods such as observation, interview and document analysis are used, a qualitative procedure is followed in order to reveal perceptions and phenomena in a natural environment and in a realistic and holistic manner. (Yıldırım & Şimşek, 2005)

It is believed that school principals' evaluations about the supervision process can be fully understood in this way.

TABLE 1. Duties of School Principals

Evaluation of teachers	Due process hearing	School safety
Community relations	Student and staff scheduling	School culture
Vision for a community learning	Instructional supervision	Integrity and ethics for campus leadership
Equipment and maintenance of facilities	Pupil transportation	Professional development
Civil defense, fire protection, and security precautions	Legal problems	Role modeling
Calculation	Technology in the school	Clerical work
Dealing with the canteen	Student record	Guidance activities
Grievance responses	Staff empowerment	Student activities

TABLE 2. Principals in the Study Population

Code assigned to the principal	Major of Principal	Principal's level of the education	Type of school	Total number of students	Latest supervision grade of principal
(1, 18, F)	Early childhood education	Undergraduate	Nursery school	87	68
(2, 25, M)	Religious studies	Master's degree	Primary school	1,375	93
(3, 15, M)	Primary education	Graduate	Primary school	593	95
(4, 26, M)	Primary science education	Graduate	Primary school	590	90
(5, 20, M)	Primary education	Graduate	Primary school	954	93
(6, 20, M)	Religious studies	Graduate	Boarding primary school	600	95
(7, 20, M)	Primary education	Master's degree	Primary school	2,000+	94
(8, 20, F)	Foreign language	Graduate	Primary school	500+	95

Note. The first number in parentheses shows the number of the participant, the second number shows job seniority, and the letter shows the gender of the participant (M = male, F = female).

Study Group

The study group consisted of school principals who constitute the supervision area of the primary education supervisors in the province of Konya. The province of Konya was purposefully selected because it has all the types of schools in which primary school supervisors supervise, and I work at a university in Konya. The population of the study was determined using the stratified random sampling method. According to this method, the population is divided into strata, and random samples are drawn from each stratum. For this purpose, in order to determine the study group, first, types of schools (nursery schools, primary schools, private primary schools, and boarding primary schools) that were supervised by primary school supervisors were determined, and then eight school principals were randomly selected.

Data Collection

In order to ensure the validity of the interview form, I consulted the opinions of six instructors with doctorates working at Selcuk University's Department of Educational Sciences. After getting expert opinions, I conducted a pilot study. Depending on the feedback, necessary corrections were made, and I held semistructured interviews with the selected school principals for a period of 90 min. The interviews were face to face.

Data Analysis

I recorded the interviews in writing and analyzed them using the descriptive analysis method. Direct quotations are frequently used in the descriptive analysis method in order to reveal the interviewees' ideas clearly, and comments are made on them. The purpose of such an analysis is to present the obtained findings in an orderly and interpreted manner. To this end, the data were first described in a log-

ical and intelligible manner. Afterwards, these descriptions were interpreted, cause and effect relationships were analyzed, and some conclusions were drawn (Yıldırım & Şimşek, 2005). This research realized six stages, including data transcription; the construction of a thematic framework within which key concepts and themes were examined and referenced; indexing, which imparted the mechanism for labeling the data into manageable sections; charting, which consisted of lifting the data and rearranging them according to the predesigned themes; and mapping, which involved the interpretation of the data set in combining the emerging themes with the initial research questions. The final stage was one of reporting the conclusions of the research (Ritchie & Spencer, 1994).

Results

The following are the themes taken from the responses that school principals gave to questions they were asked during the research process.

Bureaucracy

According to the feedback obtained from the school principals, supervisors spend more time on checking documents that need to be kept in schools. All principals unanimously reported that supervisors checked documents. Some examples were the following:

They check the books and files that need to be kept according to the Directives on Primary Education Institutions, i.e. they check procedures such as office work, personnel affairs, office supplies and payment. (3, 15, M)

They have lists in their hands, they usually checked registration file and book of coming and going documents. (1, 18, F)

Four of the school principals stated that they received criticism due to errors and omissions in documents, such as

a book of fixtures and fittings, parent–teacher association book and files, and student files. For example, one principal said,

They do not appreciate anything; I received criticisms due to errors and omissions in the teacher attendance book, and books and files of fixtures and fittings and parent-teacher association. (4, 25, M)

Another school principal who stated his view in this regard said,

Things change depending on the personality of the supervisors; they made criticisms regarding the fact that books were not kept in an orderly fashion and that student files were kept by the teachers. (1, 18, F)

However, two school principals reported that they checked students' academic achievement and student behavior as well as activities of commissions. Principals further stated that supervisors supervised physical conditions, teachers' lesson plans, social activities, and annual study plan. According to the principals' feedback, this indicated that some overlap occurred between topics for which they received the most criticism and the topics on which supervisors focused most during the supervision process.

Physical Condition of the School

When the results of the interviews held with school principals were examined, the most important topic about which they are appreciated concerns the physical conditions of the school, its sanitation, and order. One school principal remarked,

I had the school's corridors and classrooms taken care of. Moreover, I ensure that there is liquid soap in the lavatories. They appreciated me similarly. (2, 25, M)

About the same issue, another principal made a parallel remark,

They do not appreciate much, but they liked the way the school was organized. (5, 20, M)

Criteria Ambiguity

Principals' ideas regarding the criteria the supervisors use when evaluating success were taken, and no limitations were imposed when the respondents were stating their views. Although there was no consensus among the principals in this regard, they agreed that presence of the necessary official documents was a criterion. For example, one principal indicated,

It depends on the supervisor. If the books have been kept accurately, the principal is successful. I complete those books in one week's time. Their looking for errors or omissions constantly gets on my nerves. They are ignorant of preschool education. They want the system in primary education. (1, 18, F)

This notion was confirmed when another responded reported,

No matter where the school is located, the same documents are demanded and assessment is conducted accordingly (6, 20, M)

The triangulation of the data revealed the following areas of dissimilarity:

- The score from the previous year's supervision can be a criterion.
- They do not have a specific criterion.
- They encourage respectful manners and treats.
- There is sanitation and order at school.
- They give grades without a serious observation.
- They give grades according to the printed documents in their hands.

Inconvenient Supervision

This notion was exemplified by a respondent who indicated,

I find the fire equipment corner unnecessary. The pickaxes and shovels there are of no use other than serving burglars who wish to rob the school. (3, 15, M)

I find also the fire equipment corner unnecessary in their present state. (7, 20, M)

School principals do not actually think that measures taken against fire are unnecessary. However, they think that pickaxes, shovels, and a few buckets of water do not work in a fire; instead, they demand that water hoses and fire extinguishers be inspected by the fire brigade at regular intervals, and if there are any missing things, they should be supplied by the fire brigade again.

Other topics that school principals found unnecessary were:

- the examination of documents,
- the physical inadequacies of the building,
- educational clubs,
- the civil defense folder, and
- the total quality management folder.

Education and Training Priority

Seven of the school principals who participated in the study stated that the issue that should have priority in the supervision process had to be guidance related with education and training. For example, one principal said,

I do not attach importance to paper and chalk. It is sufficient to examine the atmosphere at school, but they cannot do it in half a day. In my opinion, what supervisors should take into consideration is whether appropriate knowledge is being given and the things that have been done for children. (1, 18, F)

Her counterpart's statement confirmed her postulation:

Supervisors should share novel education and training practices with us and exemplary education and training practices in the other schools. (3, 15, M)

Principals think that supervisors should emphasize some other topics, such as relationships among personnel, school culture, environment–school relationships, contribution to teachers' professional and personal development, social activities organized at school, and training of parents, and they do what needs to be done.

Unconstructiveness and Dullness

Although three school principals shared favorable views regarding the contribution of supervision process for personal and organizational development, five principals expressed unfavorable opinions.

One principal who expressed a favorable opinion said,

They are definitely beneficial, they make different suggestions as they visit lots of schools and see various different practices. It cannot be said to be totally useless. If they act in a constructive manner, they become beneficial. (4, 26, M)

By supporting his counterpart on this issue, another principal stated,

If it is approached with the intention of learning, I believe that the supervision process is educational. I believe that they fully fulfill their role of guiding. (7, 20, M)

Some of the unfavorable views stated by principals were the following:

They cannot adequately perform their role of guiding. They also lack information on the subjects that we are ignorant of. They write standard-type reports. They usually expose negative features. Their suggestions are usually the same for all schools. They write their reports by changing only the name of the school on the performance assessment scale. (5, 20, M)

It is not educational. Maybe it is because we are a private school. (8, 20, F)

It is not educational in the educational leadership dimension. Supervisions are usually fruitless as they supervise when we are pressed for time. It is hard to break the routine. (3, 15, M)

Unobjectivity

Half of the principals interviewed do not think that supervisors can objectively evaluate teachers and principals. One administrator reported,

I invited a supervisor to my school because I found a teacher incompetent. They acknowledged that I was right but they ignored my suggestion that the teacher be assigned to rear service (employing him in other positions other than teaching within the Ministry of National Education, for example as an office clerk) on the grounds that he might sue them and they might have to pay compensation. (5, 20, M)

His peer also indicated,

No, they cannot behave objectively in giving grades. This is not because they have ill will, but rather because they have to perform the supervision process within a limited time. Besides, they do not take our ideas into consideration. (3, 15, M)

Two of the principals tried to explain the situation with concepts that came to mean that it depended on the supervisor. For example, one principal indicated,

It depends on the supervisor. They cannot sufficiently appraise within 1 or 2 hours. Some supervisors get information from principals in this regard so that they can be more objective. Information should be obtained from students and parents in this regard, too. (2, 25, M)

Another interviewee reported,

Not always. They generally make the right judgments. Despite some teachers' and principals' claims to the contrary, they can make their evaluations objectively. (6, 20, M)

Two of the principals, on the other hand, thought that evaluations of supervisors were objective. One said,

They can. They ask me, too. There occurs an exchange of views. (8, 20, F)

Problems with Supervisor Qualities

Most of the principals thought that supervisors are inefficient in terms of personal and professional qualities.

Another career leader stated,

They are in no way efficient. I think, they are less competent than the teachers in terms of professionalism. (4, 26, M)

Only one school principal reported that he found supervisors efficient and said,

I find most of them efficient. I believe that recently appointed young supervisors are more efficient. (7, 20, M)

Five principals included in the study made remarks that came to mean that some supervisors were efficient in some respects. These included a statement that indicated,

There are inefficient ones as well as efficient ones. They cannot update themselves after a certain age. Those above age must be retired. More than half of them must be retired. (6, 20, M)

Another principal interviewed for this investigation stated,

I consider young supervisors efficient. There are some mistakes in the selection of supervisors. I think those holding graduate and postgraduate degrees are more efficient. (3, 15, M)

According to principals' evaluations, the following conditions raise supervisors' efficiency:

1. if the supervisor is young,
2. if supervisors hold graduate or postgraduate degrees in Education Management, and
3. if supervisions are conducted on the basis of branches.

The fact that only one principal found supervisors efficient can be taken as an indication that policy measures such as the expansion of inservice training need to be considered.

Need for Supervisors

School principals almost unanimously agree that supervision should be conducted by supervisors as it is now. Only one school principal separated supervision of teachers from supervision of principals by saying,

School principals can implement teachers' supervision provided that they increase their proficiency. Principals, on the other hand, must be evaluated by supervisors as in the case now. (7, 20, M)

The school principals wanted to be supervised; however, they also made several suggestions regarding how this supervision should be conducted. Some of their recommendations included: supervision boards should work independently rather than under the control of Provincial Directorates of The National Education, the supervisor's residence should be in his or her area of responsibility, the selection criteria for supervision boards should be clearly specified, the duration of supervision should be extended and achievements measured, and the consultation of school stakeholders during the supervision of teachers should be enacted.

Discussion

Observations

According to the feedback received from principals, it was seen that the topics about which school principals are criticized are not directly related with education and training. However, according to the findings of a study conducted by Yavuz (2006), it was observed that the roles supervisors expect of principals are roles such as "s/he must set up an effective guidance and orientation unit in the school, s/he must develop team spirit in the school", which are directly related with education and training. On the other hand, the findings of the study conducted by Çalışkan (2003) show that employees in the field of education are of the opinion that primary education supervisors cannot fully perform their roles about guidance. Likewise, primary education supervisors cannot meet teachers' expectations during the supervision process (Özbek, 2001). However, when the fact that the rationale behind founding schools is to implement activities of education and training is taken into consideration, it is believed that practices that allow school principals to demonstrate their skills in terms of educational leadership may be useful (Yavuz). According to Sharp and Walter (2003), the fact that some supervisors make too many unfavorable criticisms can be taken as an indication of the source of the authority of these supervisors is primarily bureaucratic. Bureaucratic authority is based on the assumption that the person who is conducting the supervision is reliable, whereas

subordinates are unreliable. Supervisors who act on this assumption perform their duties in accordance with previously determined standards and as a result performances of those supervised become limited.

When the literature regarding school principals' roles was examined, it was observed that the principal has responsibilities focused on the two important roles of educational leadership and school management. Although school principals wish to devote time to issues related to educational leadership (Sharp & Walter, 2003), they reported that they waste their time on administrative duties. Therefore, reduction of bureaucracy in schools should be considered so that principals can spare more time focused on leading their organizations.

Supervisors use supervision forms for public and private preschool education, with primary and special education school principals as their criterion. This form consists of five subsections, namely the physical condition of the school (15 points); education, training and evaluation (40 points); office work (15 points); relations with the administration and the neighborhood (15 points); and self-education (15 points). The principal's performance was evaluated out of a total score of 100 on the form. Although supervisors' criteria have been specified, there is no complete consensus among principals in this regard. This can be taken as an indication of the fact that principals do not know what exactly is expected of them during the supervision process. It would be useful if supervisors informed principals in this regard. Moreover, it is important that performance criteria in the Principal Supervision Form should be measurable. If there are omissions on this form, it can be improved through re-evaluation by academics who specialize in educational management.

According to a study conducted by Johnson (1996), the roles that are expected of today's supervisors are cited as the following: educational leadership is based on pedagogical and professional values; political leadership which involves integrity, security, and distribution of resources; and operational leadership which involves supervision, support, and management of the organization. When these criteria and the feedback from the principals are considered together, it may be inferred that a re-evaluation would be beneficial on the topics which principals regard unnecessary. Indeed, most of the topics that principals find unnecessary may not be actually so unnecessary. However, the idea of one principal (6, 20, M) may have led to the perception that what is demanded is unnecessary. The findings indicated that it would be useful for supervisors and principals to exchange views on the topic.

Results indicated that principals agree on topics that need to be emphasized during the process of supervision. However, another result that came from the topics was the need to be emphasized during supervision, and the topics that were actually emphasized are different. According to the findings of the study conducted by Atay (1996), some supervisors may not be entirely versed in the fields of organizing professional

meetings aimed at inservice training or making suggestions in order to increase adequacy and scope of sourcing on the basis of data obtained from the evaluation. It can be said that a parallel exists between the two studies. According to Sergiovanni and Starratt (2003), if people who are in charge of supervising schools fulfill their duty appropriately, a school atmosphere emerges in which the process of learning at school continues. In this way, teachers become a part of the process and make a concerted effort to raise the level of students' academic achievement by cooperating and helping one another. Evidently, these perspectives are also in support of principals' view that importance should be attached to education, training, and guidance. The most important objective of the school concerns activities of education and training, and schools exist to fulfill this function.

Principals' unfavorable views about the level of primary education supervisors' fulfillment of their duties are also supported by the findings of the study conducted by Ünal (2007). Findings from Yıldırım and Aslan's (2007) study suggest that supervisors regard school principals incompetent on their part. As such, it would be useful to increase the communication between these two groups in order to solve this problem and reach a consensus between supervisors and principals regarding education and training. Reinforcement of communication may enable these two groups to understand each other's expectations better and contribute to the formation of a unity of goals in terms of education and training. According to Glickman, Gordon, and Ross-Gordon (2001), the duty of a supervisor is divided into five areas: categories assistance, group development, professional development, curriculum development, and action research. Therefore, supervisors must be equipped with the necessary qualifications to perform these tasks through professional development or inservice training.

According to the feedback from the principals, supervisors cannot evaluate principals and teachers objectively. Although I did not inquire about it during the interview, four school principals attributed the cause of this concern to the limited time allocated for supervision. Therefore, the time dedicated to supervision could be extended by provincial policymakers. Moreover, according to feedback from the principals, some supervisors asked principals their views when evaluating teachers, whereas some supervisors do not consider principals' views at all. Consequently, it would be useful if all parties were able to reach a consensus.

According to the results of the study conducted by Yavuz (2006), supervisors found principals incompetent in the following topics:

1. keeping track of the academic achievements of students in secondary schools after they have graduated from the school,
2. determining the school's future objectives and policy,
3. keeping themselves updated on recent research about education and training processes,

4. creating an atmosphere that supports students' leadership characteristics,
5. determining the school's educational objectives together with teachers, parents, and students, and
6. involving all the parties at the school in the decision-making process.

The research findings indicate that the topics that supervisors found inadequate were different from the topics on which they focused most during the supervision process. According to the feedback of the principals, supervisors focus on document checking rather than educational topics about which they found principals incompetent.

A possible explanation for this dilemma could be that supervisors regard themselves as insufficient regarding education and training. This view was supported by one principal who suggested that "[s]upervisors also lack knowledge on issues about which we are ignorant" (5, 20, M).

Although school principals have some negative evaluations about the process of supervision, they demand that supervision be conducted by supervisors. This indicated that principals interviewed for this project want their suggestions to be taken into account and the supervision process to continue in its present form.

Policy and Suggestions

Suggestions made on the basis of the findings obtained from the study are listed as the following:

1. The duration of supervision should be extended.
2. Parents', teachers', and students' views should also be taken during the process of supervisors' evaluation.
3. Teachers' supervisions should be conducted by supervisors within the same branch as that of the teachers.
4. School principals' views should also be taken into consideration during teachers' supervision.
5. Supervisors should reside in the area in which they supervise.
6. Supervisors should be provided with the opportunity to do postgraduate studies.
7. Inservice programs should be organized for supervisors.
8. Issues of education and training should be highlighted during the supervision.
9. Communication should be improved between supervisors and principals.

REFERENCES

- Atay, K. (2006). İlköğretim müfettişlerinin yeterlikleri [Efficiency of primary school supervisors]. *Eğitim Yönetimi Dergisi*, 2(1), 25–38.
- Aydın, M. (1986). *Çağdaş eğitim denetimi* [Contemporary educational supervision]. Ankara, Turkey: İM Yayıncılık.
- Bursalıoğlu, Z. (1987). *Okul yönetiminde yeni yapı ve davranış* [New construction and movement in school management]. Ankara, Turkey: Ankara Üniversitesi Eğitim Fakültesi Yayınları.
- Chapman, E. N., & McKnight, W. (2003). *The new supervisor stepping up with confidence*. Menlo Park, CA: Crisp Publications.

- Conlow, R. (2001). *Excellence in supervision essential skills for the new supervisor*. Menlo Park, CA: Crisp Publications.
- Cook, A., & H. Mack (1971). *The headteacher's role*. Basingstoke, UK: Macmillan.
- Cotton, K. (2003). *Principals and student achievement what the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cremona, A. M., & Felix, A. B. (2000). *Supervisory training—Teams & quality*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Çalışkan, S. (2003). *İlköğretim Müfettişleri'nin rehberlik görevlerini gerçekleştirme düzeylerinin incelenmesi (Adıyaman ili örneği)* [Primary school supervisors' types of fulfilling their guidance roles (Example of Adıyaman Province)]. Unpublished master's thesis, Gaziantep University, Turkey.
- Davis, S. (1998). Taking aim at effective leadership. *Thrust for Educational Leadership*, 28(2), 6–9, 37–38.
- Fullan, M. (1997). *What's worth fighting for in the principalship*. New York: Teachers College Press.
- Garubo, R. C., & Rothstein, S. W. (1998). *Supportive supervision in schools*. Westport, CT: Greenwood Publishing Group.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *Supervision and instructional leadership: A developmental approach* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Hoyle, J. (1989). Preparing the 21st-century superintendent. *Phi Delta Kappan*, 70, 376–379.
- Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency*. San Francisco: Jossey-Bass.
- Karagözoğlu, G. (1977). *İlköğretimde teftiş uygulamaları* [Supervision practices in primary schools]. Unpublished doctoral dissertation, Hacettepe University, Ankara, Turkey.
- Loen, R. O. (1994). *Superior supervision: The 10% solution*. New York: Lexington Books.
- Ministry of National Education. (1961). *İlköğretim ve eğitim kanunu*. Retrieved April 9, 2008 from <http://mevzuat.meb.gov.tr/html/24.html>
- Ministry of National Education. (2001). *Millî Eğitim Bakanlığı İlköğretim Müfettişleri Başkanlıkların Rehberlik ve Teftiş Yönergesi, 2001* [Guidelines and supervision directive of Primary Education Supervision Department]. Retrieved April 12, 2008, from <http://mevzuat.meb.gov.tr>
- Ministry of National Education. (2007). *İlköğretim müfettişlerinin 2007 yılı yer değiştirme ihtiyaç-sıra çizelgesi, 2007* [2007-year replacement needs schedule of primary school supervisions]. Retrieved April 9, 2008, from <http://personel.meb.gov.tr>
- Ministry of National Education. (2008). *Millî eğitim istatistikleri, 2008* [National education statistics]. Retrieved May 3, 2008, from <http://sgb.meb.gov.tr>
- Moglia, T. (1997). *Supervising for success a guide for supervisors*. Menlo Park, CA: Crisp Publications.
- O'Neil, S. L., & Chapman, E. N. (2001). *Your attitude is showing: A primer of human relations* (10th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Özbek, O. (2001). *İlköğretim okullarında öğretmenlerin ders teftişi etkinliklerinde müfettişlerden beklentileri ve bu beklentilerin gerçekleşme düzeyleri (Niğde İli Örneği)* [Expectations of teachers from supervisors during course supervision in primary schools and the fulfillment degree of these expectations (Example of Niğde Province)]. *Eurasian Journal of Educational Research*, 87–93.
- Ritchie, J., & Spencer, L. (1994). Qualitative data analysis for applied policy research. In A. Bryman and R. Burgess (Eds.), *Analyzing qualitative data* (pp. 173–194). London: Routledge Press.
- Seifert, E. H., & Vornberg, J. A. (2002). *The new school leader for the 21st century: The principal*. Lanham, MD: Scarecrow Education.
- Sergiovanni, T. S., & Starratt, R. T. (2003). *Supervision: A redefinition* (7th ed.). New York: McGraw-Hill.
- Sharp, W. L., & Walter, J. K. (2003). *The principal as school manager* (2nd ed.). Lanham, MD: Scarecrow Education.
- Taymaz, H. (1982). *Eğitim sisteminde teftiş, kavramlar-ilkeler-yöntemler* [Supervision in education, concepts-principles-techniques]. Ankara, Turkey: Ankara Üniversitesi Eğitim Bilimleri Yayını.
- Taymaz, H. (2000). *Okul yönetimi* [School management]. Ankara, Turkey: Pegem Yayinevi.
- Turkish Statistical Institute. (2008). *Öğretim yılı ve yıllara göre okullaşma oranları, 2008* [Enrollment rates according to academic years]. Retrieved June 8, 2008, from <http://www.tuik.gov.tr>
- Ünal, A. (2007). *İlköğretim denetçilerinin rehberlik rolünü gerçekleştirme yaklaşımları (Konya ili Örneği)* [Primary school supervisors' types of fulfilling their guidance roles (Example of Konya Province)]. *Selçuk Üniversitesi Eğitim Fakültesi Dergisi*, 23, 9–22.
- Yavuz, M. (2006). *İlköğretim okulu müdürlerinden beklenen roller ve karşılanma düzeyleri* [Expected roles of primary school principals and their performance level]. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16, 657–670.
- Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences]. Ankara, Turkey: Seçkin Yayinevi.
- Yıldırım, N., & Aslan, B. (2007). *İlköğretim okulu müdürlerinin yeterlikleri ile öğrenme stillerine ilişkin bir araştırma (Tokat İli Örneği)* [A study of primary school principals' proficiencies and learning styles (Example of Tokat Province)] Unpublished doctoral dissertation, İnönü University, Malatya, Turkey.

AUTHORS NOTE

Mustafa Yavuz is an Assistant Professor in the Department of Educational Sciences at Selçuk University. His research interests focus on educational leadership and organizational culture.