What are the Expectations of Primary School Teachers from Instructional Leaders during the Distance Education Period?

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The aim of this research is to determine primary school teachers' expectations from instructional leaders during the distance education period. In this study, which was formed in the context of qualitative research method, the case study was used. The participants of this study consist of 11 teachers who worked in primary schools during the 2020-2021 academic term. This data collection tool consisting of 5 questions was prepared as a semi-structured interview form. As a result of the research, the themes of vision, mission, education programs, supervision, school culture and professional development were found, and sub-themes formed depending on these themes were specified.

Keywords: instructional leadership, primary schools, teachers, students, distance education

Introduction

Situations such as natural disasters, economic recessions and environmental problems cause changes in organizational culture (Lunenburg & Ornstein, 2011). It cannot be said that teachers are willing to observe these changes and make new arrangements (Owen, 1987). In this context, education administrators should make efforts to solve problems and develop employees due to the nature of leadership (Bass & Stogdill, 1990; McShane & Von Glinow, 2005). This situation can be described as the difficulties faced by teachers during the distance education period and what education administrators have to do to solve these problems.

Especially during the pandemic period, life has lost its normal rhythm and education systems have experienced great difficulties (Daniel, 2020; Zhao, 2020). In addition to this, teachers have experienced negative situations such as uncertainty, sadness and anxiety (Kim & Asbury, 2020). They have had many problems such as internet connection problems, difficulties about evaluating students, difficulties in making teaching materials, and parents' inability to collaboration (Fauzi & Khusuma, 2020). It is thought that instructional leaders can solve these problems with their qualifications.

Instructional Leadership

There are many leadership behaviors to increase the effectiveness and efficiency in schools or solve problems in schools. For example, ethical leadership

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that emphasizes value-based management in schools and distributed leadership that emphasizes the distribution of roles to increase the effectiveness of schools can be examples of these leadership behaviors. This presents a new vision in the context of the values, beliefs and assumptions of the school (Brown, Treviño, & Harrison, 2005; Spillane, Halverson & Diamond, 2004; Stolp, 1994).

One of the leadership behaviors that increase the effectiveness of the school is instructional leadership (Purkey & Smith, 1983). Studies have revealed that positive management behavior affects students' success positively (Blankstein, 2004; Şişman, 2002). Instructional leadership behavior, which initially appeared as controlling and coordinating educational programs, gradually became instructional leadership (Bossert, Dwyer, Rowan, & Lee, 1982).

When we examine the definitions of instructional leadership, it is about activities that directly affect student development. Therefore, the focus of leadership is the teacher. That is, instructional leadership is thought to change teacher behaviors (Leithwood, Jantzi, & Steinbach, 1999). There are two opinions about instructional leadership. The first of these views is the narrow view, which is the teacher behavior that develops the students. The second is the broad view, which is the leadership behaviors that affect teacher behavior with organizational variables such as school culture (Sheppard, 1996; Leithwood, Jantzi, & Steinbach, 1999). Narrow view includes education and training activities, while broad view includes administrative behaviors (Murphy, 1988). In other words, it can be said that the leader has the responsibility of the teaching process, developing curriculum, following and evaluating the behaviors in the school (Erdoğan, 2000). When the dimensions of the authors were examined in order to reveal the dimensions of instructional leadership, the most common citations made by the researchers are shown in Table 1.

Table 1. Dimensions Regarding Instructional Leadership

Dimensions of Instructional Leadership	Hallinger (2003)	Spillan, Halverson & Diamond (2004)	Blase & Blase (2000)	Duke (1982)	Weber (1989)	Krug (1992)	Short & Spencer (1989)
Determining the vision and mission of the school	x	x			x	x	x
Creating a school culture based on learning, trust and cooperation	x	x		x	x	x	
Editing the educational program	x				x	x	x
Promoting professional development	x	x	x	x			
Supervision				x	x	x	

Just as there is no single definition of the concept of leadership (Özkalp & Kırel, 2010), there is no single definition in instructional leadership. Especially when the literature is examined, it is seen that the researchers bring different definitions and different dimensions of instructional leadership (Andrews, Basom, & Basom, 1991; Blase & Blase, 1998; Leithwood, 1994).

Thanks to its qualities such as creating a positive classroom climate, supporting student development, equal distribution of resources, providing high visibility,

promoting professional development, maintaining teaching time, promoting the school climate, editing the educational program, creating a school culture based on learning, trust and cooperation and determining the vision and mission of the school, It is expected that instructional leaderships meet the needs of teachers (Hallinger, 2003; Spillane, Halverson, & Diamond, 2004).

Blase and Blase (2000) have revealed that managers should provide suggestions, feedbacks, and speak with teachers to praise employees. In addition to this, they should be model. Duke (1982) have stated that managers should develop staff for the effectiveness of principals as instructional leaders. Second, they should reduce the stationery work from teachers. They should take care of students rather than teachers. Third, they should ensure that school principals acquire and properly allocate resources within the school to ensure organizational effectiveness. Short and Spencer (1989) stated that instructional leaders should create a vision for teachers, students and parents. Besides, they must create a safe environment. Leaders should develop a school-related curriculum. They should work with teachers and monitor school performance to improve teaching.

Weber (1989) has revealed that instructional leaderships have substantial taks such as defining the mission of the school, managing the curriculum and teaching, promoting a positive learning environment and the evaluation of curriculum. Similarly, Krug (1992) classified instructional leadership as setting the mission, organizing the instructional program, supervising teaching, monitoring student development, and promoting the teaching climate. Smith and Andrews (1989) stated that instructional leadership is a resource provider that uses time and resources effectively. They have educational resource provider roles that undertake training programs, staff evaluation and evaluation.

It is thought that this research is important to determine the needs of primary school teachers who do not know what to do as a result of distance education caused by the pandemic or who want to eliminate their own deficiencies. In addition, this research is thought to contribute to the field in terms of showing the contribution of instructional leadership to primary school teachers.

The aim of this research is to determine primary school teachers' expectations from instructional leaders in the distance education period. For this purpose, the following questions are:

1) What are the expectations from the education manager during the distance education period?

    a) What are the expectations from school administrators in the context of the vision and mission of this period?
    b) What are the expectations from school administrators in the process of creating school culture?
    c) What are the expectations from school administrators in the execution of the training program?
    d) What are the expectations from school administrators for the professional development of teachers?

e) What are the expectations from school administrators about supervision?

Method

In this section, the pattern, participants, and analysis of the research are presented.

Research Pattern

Qualitative research method and the case study have been used in this study. The case study cannot be generalized independently and for different situations (Yıldırım & Şimşek, 2013). In addition to this, It is an intense analysis and description of one or more conditions (Christensen, Johnson, & Turner, 2015; Glesne, 2012).

A case study is a detailed demonstration of one or more cases (Christensen, Johnson, & Turner, 2015). First, case studies focus on a specific event or phenomenon. Secondly, the findings obtained in this method contain deep and intense descriptions. Third, case studies describe the phenomenon in the study. Information can be confirmed or new meanings may arise (Merriam, 2013). In case studies, every situation is different. However, similar situations can be understood (Yıldırım & Şimşek, 2013).

Studying Group

The participants of this study consist of 11 teachers who worked in primary schools in Erzurum during the 2020-2021 academic term. When the data obtained from the study group repeat itself, data collection is stopped (Creswell, 2013; Merriam, 2013). The teachers included in the study were selected from the purposive sampling method. In this way, the situation that is easy to reach and close is selected and analyzed. The six of the participants in the study group are women and five of them are men. The average working year of the participants is 7,18. The average age of the participants is 30, 78.

Data Collection Tool

Interview technique was used while qualitative data were being collected. The interview technique is substantial in terms of revealing the feelings, experiences and opinions of the participants. Beisdes, one of the most basic elements of the interview is the form that guides the interview. In this study, while the interview form were being prepared, some basic principles such as understandable questions, avoiding guidance, asking open-ended questions, preparing focused questions, organizing multidimensional questions in a logical manner and developing questions were used (Yıldırım & Şimşek, 2013). In order to prevent adverse effects on the research process and solve the problems that may arise, a pilot interview

was held with two teacher participants and it was re-evaluated whether the interview form served the purpose or not.

The data collection tool used in this study was developed by the researchers. The questions were prepared to use the factors obtained as a result of the literature review. This data collection tool consisting of 5 questions was prepared as a semi-structured interview form. In semi-structured interviews, questions should be formed from different structured techniques or flexible questions (Merriam, 2013). In order to evaluate the clarity of the questions in the interview form and their suitability for the purpose, three field knowledge experts evaluated draft text and It was rearranged in the light of feedbacks. By following this method, the internal validity of the measuring tool was tried to be ensured with expert opinion (Şener et al., 2012; Yıldırım & Şimşek, 2013).

Data Analysis

The interview were held between 1-25 December 2020. General information about the research was given to the study group. The average duration of interview was 35 minutes. First, the data obtained through the semi-structured interview form was stored as a Word document and then transferred to NVivo-8 program. The NVivo program provides more practical tools to overcome the difficulties in the arrangement and analysis of this data set (Baş & Akturan, 2008), and the NVivo program also helps to make detailed analysis (Balcı, 2011). Later, the data transferred to the NVivo program was analyzed by content analysis. First of all, the categories are determined by considering the sample differences. Then, the categories are revealed with quantitative indicators by the coding. Subsequently, the quantitative indicator obtained from the qualitative data is used for interpretations and analysis of the research (Bilgin, 2006). A separate model was obtained for each hypothesis as a result of the content analysis. In this model, the redundancy of codings and reference numbers obtained in content analysis are shown by the excess of arrows (loading or citation) in the target model.

The excess of arrows in the target model was obtained by dividing the coding obtained from the loading created for each sub-theme by 5. Whereas the least cited sub-theme or theme is 1k, the most cited sub-theme or theme is shown with 5k. In other words, as the number of citations increases, the uploading to the target sub-theme or theme increases. The data were coded according to the variables related to the participants. The opinions of the participants were randomly ordered from 1 to 11. The participants were coded with T.

It is important for the accuracy of the observations to ensure the reliability of qualitative research, and for the validity of the categories (Şener et al., 2012). In order to ensure the reliability of the research, member control was made first. The data obtained from the study group were given to the same people after the application and their writings were asked to be confirmed. However, in the reporting of the study, the quotations of the participants were included in the study without any additions, and all the data obtained were recorded completely. While examining the data obtained to ensure the validity of the research, the researchers

carried out the analysis process independently from each other. Then, the findings obtained were compared and their consistency with each other was confirmed.

Results

The diagram obtained from the opinions of the participants regarding the expectations from the education administrators during the distance education period is shown in the figure below. In addition, the themes consisting of the opinions about the expectations of the teachers and the reference views that led to the emergence of these themes are given below.

When Figure 1 is examined, according to the answers of the participants, three themes received the most citations equally. These themes are vision and missions, regulation of the training program and supervision After these three themes, the most cited theme is school culture. The least cited theme is professional development. Providing information about these themes will begin with the mission theme, which is one of the themes that have three references at most. In addition to this, the themes and sub-themes related to them are detailed in Figure 1.

Figure 1. A Shematic Display of the Expectations of Teacher
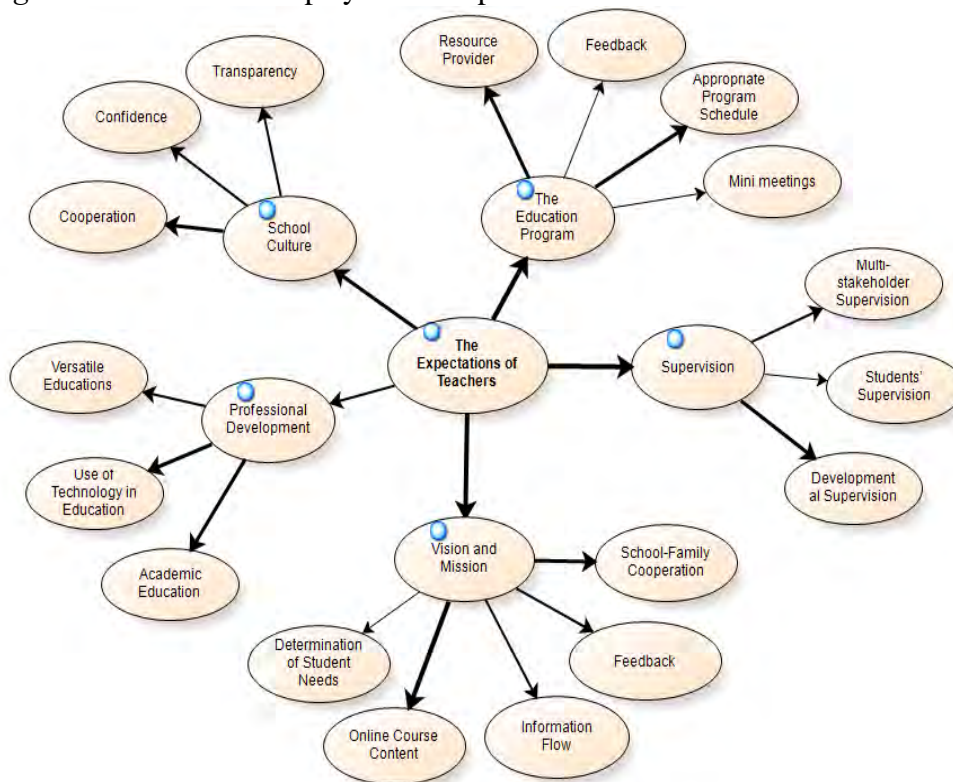
Providing information about these themes will begin with vision and mission theme, which is one of the themes that received the most citations equally. Sub-

themes related to the vision and mission theme and some examples of views on these sub-themes are given.

Online Course Content: The most cited sub-theme is 'online course content' for the vision and mission theme. In other words, primary school teachers have expectations from education administrators about what to do in online lessons during the distance education period. Some examples of this sub-theme are given below:

> "… They should give examples of what I can do in online lessons… (T2)"
> "… First of all, I have expectations on what tools will be used for distance education activities, how to use these tools, and how we can interact with students in distance education activities like the classroom environment … (T5)"
> "… In this process, we needed to get information on subjects such as assessment and evaluation, planning live lessons, and increasing student participation… (T9)"

School-Family Cooperation: Another sub-theme is 'school-family cooperation' for the vision and mission theme. In other words, Primary school teachers say that the work of school-family cooperation is one of the important tasks of schools in distance education. Some examples of this sub-theme are given below:

> "… there are important things such as providing parent-teacher-student coordination, reducing the level of anxiety about the situation, leading different entertaining and instructive contents, etc.… (T6)"
> "… What can be done for school-family cooperation and even what can be done to achieve this can be planned.… (T10)"

Information Flow: Another sub-theme is 'school-family cooperation' for the vision and mission theme. Teachers think that the continuous flow of information to them in the online education process is important. The view regarding this sub-theme can be given as an example: "…first of all, considering the teachers of all age groups general information about the online process should be given...T11"

Feedback: Another sub-theme is 'feedback'. Primary school teachers stated that feedback is one of the important duties of the school administration during the distance education period. The view regarding this sub-theme can be given as an example: "I will be pleased with the feedback of our administrators by reviewing the in-class activities or the forms of our interviews thoroughly...T8"

Determination of Student Needs: Another sub-theme is 'determination of student needs' for the vision and mission theme. The view regarding this sub-theme can be given as an example: "…in the distance education process, determining targets according to the opportunities and conditions of the students and providing opportunities in line with these targets were among my expectations...T4"

Another main theme that receives the most citations is the regulation of the education program. Sub-themes related to the training program and some examples of views on these sub-themes are given.

Resource Provider: The most cited sub-theme is 'resource provider' for the regulation of the education program. In other words, primary school teachers

stated that education administrators should provide resources for lessons in term of online education. Some examples of this sub-theme are given below:

"… Our school administrator should give information with his knowledge and skills about the school and the program. … (T2)"
"… I just expected that administors shouldt give a draft as a framework curriculum… (T3)"
"… It is important that they present changes in new educational content and curriculum.… (T11)"

Appropriate Program Schedule: Another sub-theme is 'appropriate program schedule' for the regulation of the education program. That is, primary school teachers want their daily and weekly lessons to be held within the appropriate schedule. Some examples of this sub-theme are given below:

"… during this period, my expectations were from our manager to be fair in organizing the program and arrange lessons at appropriate hours for teachers. In addition to this, they should make arrangements… (T5)"
"… Unfortunately, we cannot arrange our class hours for parents and us… (T10)"

Feedback: Another sub-theme is 'feedback' for the regulation of the education program. That is, Primary school teachers want that their administrators should learn their feedback about the education program during the distance education period. One examples of this sub-theme is given as "… we cannot get the information of our students "What did they learn, What did not they learn?" Arrangements could be made to get feedback… (T8)"

Mini Meetings: The last sub-theme is 'mini meetings' for the regulation of the education program. That is, primary school teachers want to participate in informative mini-meetings about the education program. One examples of this sub-theme is given as "… consultation on what changes can be made to the program under distance education conditions… (T1)"

Another main theme that receives the most citations is the supervision. Sub-themes related to supervision and some examples of views on these sub-themes are given.

Developmental Supervision: The most cited sub-theme is 'developmental supervision' for the supervision theme. Primary school teachers want developmental supervision rather than the classical supervision in the period of distance education. Some examples of this sub-theme are given below:

"… In fact, we had expectations such as the announcement that they help for the points that needed guidance… (T5)"
"… performance-enhancing teacher-manager interviews could be made. Administrators could support them… (T8)"
"… in order not to leave teachers alone about these issues, situation assessment meetings could be held every week… (T10)"

Multi-Stakeholder Supervision: Another sub-theme is 'multi-stakeholder supervision' for the supervision theme. Primary school teachers stated that not

only teachers should be included in supervision but also families and school administration should be in supervision. Some examples of this sub-theme are given below:

> "… I hope that the process will become more qualified with the school-parent-teacher cooperation.… (T10)"
> "…supervision in distance education should be multiple. Children's self-control is very weak and we are not around them. School management should take a coordinating role and involve parents, teachers and management… (T11)"

Student Supervision: Another sub-theme is 'student supervision' for the supervision theme. Primary school teachers stated that students should be supervised closely with school managers. One example of this sub-theme is given as "… in addition to supervising the teachers, it was among my expectations that students should be supervised in terms of class participation and homework… (T4)"

Another main theme that receives citations is the school culture. Sub-themes related to the school culture and some examples of views on these sub-themes are given.

Cooperation: The most cited sub-theme is 'cooperation' for the school culture. In other words, primary school teachers see cooperation as an important value for the reconstruction of school and classroom culture in the distance education period. Some examples of this sub-theme are given below:

> "… In this process, I had expectation to act together with all teachers and parents of our school, not as the only teacher of a class.… (T5)"
> "…teachers should share their work with each others… (T9)"
> "… A solution proposal could be offered in cooperation with our teachers in order to reach these children within the principle of "Equality of Opportunity and Opportunity in Education… (T10)"

Transparency: The second cited sub-theme is 'transparency' for the school culture. In that, primary school teachers revealed transparency as one of the important parts of school culture. Some examples of this sub-theme are given below:

> "… Organizing online meetings regularly to receive transparent information and suggestions from teachers is also another factor… (T1)"
> "… I expected our school administration to provide information about all kinds of activities carried out to create a school culture and to be transparent for teachers.… (T5)"

Confidence: The last cited sub-theme is 'confidence' for the school culture. In that, trust is considered an important element of school culture. Some examples of this sub-theme are given below:

> "… we expected our school administrator should trust and support teachers.… (T2)"

"… being aware of the difficulties of online education, teachers should be supported in this regard … (T6)"

The last main theme is the professional development. Sub-themes related to the professional development and some examples of views on these sub-themes are given.

Use of Technology in Education: The most cited sub-theme is 'use of technology in education' for the professional development. In other words, classroom teachers think that the most important thing that will contribute to their professional development is the use of technology. Some examples of this sub-theme are given below:

"… the courses that teachers who are faced with the distance education process for the first time and who have little or no knowledge of web 2.0 tools in education should be organized… (T5)"
"… I expected to be informed about seminars and presentations in order to learn about technology… (T7)"
"… We were expected to master the etwinning project portal and web2 programs in a short time.… (T8)"

Academic Educations: The most cited sub-theme is 'academic education' for the professional development. In that, primary school teachers revealed that academic training is important for their professional development. Some examples of this sub-theme are given below:

"… my expectation is that trainings will continue and will be developed further academically… (T3)"
"… we had expectations on issues such as providing the necessary counseling by counselors or experts in order to give necessary informations to teachers, who experience the different classroom environment… (T5)"
"… due to students' ages, it is important to receive training by expert pedagogues in order to motivate them in distance education… (T11)"

Versatile Educations: The last cited sub-theme is 'versatile education' for the professional development. One examples of this sub-theme is given as "… providing information about the trainings we can attend other than our formal trainings.… (T9)"

Conclusions and Discussion

The aim of this study is to determine the expectations of primary school teachers from instructional leaders during the distance education period. Therefore, the questions formed in the light of the instructional leadership characteristics obtained from the literature review were asked to the participants. According to the participants, themes are vision and missions, regulation of the training program, supervision, school culture and professional development.

According to the first finding, the sub-themes of the vision and mission theme are online course content, school-family cooperation, information flow, feedback and determination of student needs. These findings are similar to other research results. As a result of the researches, the vision and missions of schools strengthen teachers and students. There are findings indicating that the clear presentation of the school's vision and mission is very important in the school climate (Cho, 2017; Tofur & Balıkçı, 2018). Leana and Pil (2006) stated in their study that trust in schools, sharing information and having a shared vision have significant effects on students' achievements and parents' satisfaction. The priority of the principal of an educational institution is to determine the goals of the school. A school should have goals to regulate itself in order to see whether it is successful in its educational process or not. School principals should monitor each of the goals set. Attention to the schedules, courses and curriculum will enable the leader to change the education program. The main mission of the principal is to ensure that these goals are known and supported throughout the school. In addition to this, it can be said that instructional leaders have a direct and indirect effect on the success of students and the school. (Hallinger, 2003; Hou, Cui, & Zhang, 2019; Krug, 1992; Weber, 1989). Besides, it can be said that there is a strong relationship between instructional leadership and organizational commitment (Özdoğru & Güçlü, 2020).

According to the second finding, the sub-themes of the education program theme are resource provider, appropriate program schedule, feedback and mini meetings. These findings are similar to other research results. Wiles (2008) stated that the education program leader in the schools has four basic duties. These are cooperating among people, putting forward a work plan, coordinating the activities and defining the program. Krug (1992) stated that effective leaders provide the information to the teachers, plan their classes effectively, and actively support curriculum development. Although they do not attend the class and they don't teach, principals should know and be aware of the specific needs of each lesson. Without a broad knowledge base, principals cannot provide the resources necessary for teachers and staff to carry out the school's mission effectively. Smith and Andrews (1989) stated that they showed the ability to evaluate and reinforce appropriate and effective teaching strategies. That is, leaders know and share the latest research findings on teaching. In addition, they supervise staff using appropriate strategies to focus on improving teaching. For example, they present teachers' performance or organize conferences that include goals. Finally, while evaluating the curriculum, the instructor uses student outcome information directly related to teaching. Apart from these, Kaya and Yiğit (2020) stated that instructional leadership training programs should be organized.

According to the third finding, the sub-themes of the supervision theme are developmental supervision, multi-stakeholder supervision, students' supervision. These findings are similar to other research results. Glickman, Gordon, and Ross-Gordon (2001) stated that supervisors should have knowledge about interpersonal skills and technical skills to facilitate instructional development. School administrators should come together with teachers to ensure improvement. They can take advantage of opportunities and provide professional development with

teachers. Thanks to these, student learning can be achieved. Duke (1982) stated that the main mechanisms for ensuring supervision are evaluation, inspection, rewards and sanctions. School principals should closely monitor student development. They should monitor what is happening behind the classroom door using standardized test data, grades, teacher and counselor comments, and information about alumni activities. Krug (1992) stated that leaders should be aware of students' progress and assessment. School principals stated that it is necessary to improve the evaluation results that will help the development of teachers and students. Evalution and effective supervision are practice for teacher development (Brandon, Hollweck, Donlevy, & Whalen, 2018). Koşar and Buran (2019) stated that instructional leaders should supervise the lessons directly. In addition, instructional leaders should use constructive control elements. Çimen, Bektaş, and Yücel (2019) indicated that the assessments made by the school managers were positive in than the assessments made by external evaluators.

According to fourth finding, the sub-themes of the school culture theme are cooperation, transparency and confidence. These findings are similar to other research results. Balkar (2015) stated that confidence, risk-taking, encouraging autonomy, freedom, team work and sharing managment are important elements for empowering school culture. Şişman (2002) stated that it is important to create a learning environment based on sharing and trust in the management of school climate and culture and team spirit in the school. Anderman, Belzer, and Smith (1991) revealed in his research that teachers' perceptions of school culture positively affect their school commitment and job satisfaction. In addition to these searches, teachers cannot be expected to teach effectively if a teacher does not receive the necessary administrative support. Establishment of regular classrooms is highly dependent on the establishment of a regular school environment. However, principals can help teachers improve their classroom management skills by involving parents in problem solving. In addition to this, cooperation is also anaother factor to form effective learning (Duke, 1982; Hallinger, 2003; Pambudi & Gunawan, 2019).

According to the last finding, the sub-themes of the professional development are use of technology in education, academic educations and versatile educations. These findings are similar to other research results. Desimone et al. (2002) revealed in their study that active learning opportunities positively affect the professional development of teachers. Guskey (2002) presented a model for teacher change. In this model, professional development positively changes teachers' classroom activities. As a result, students' learning outcomes are positively affected. As a result, teachers' beliefs and behaviors change. In addition to this, Liu and Hallinger (2018) stated that instructional leadership effects on professional learning of teachers. Blase and Blase (2000) revealed what needs to be done for principals to improve teachers. In this context, education administrators should focus on educational activities. They should help collaboration among teachers. They should apply all certain principles of teacher development. Smith and Andrews (1989) presented that the educational manager knows the teachers closely. Education managers provide resources with them and provide opportunities for their development. Ismail, Don, Husin, and Khalid (2018) stated

that there is close relationship among teachers' skills, teacher knowledge and instructional leadership.

Suggestions

According to the first conclusion of the study, the teachers referred to the online content at the most. Secondly, teachers refered to the theme of scool-family cooperation. The third opinion was information flow. In addition to this, the opinions of the teachers were feedback and students' needs, respectively. Therefore, School administrators should assist teachers in determining the situation regarding student performance, proveding the needs of students and following up the feedback from students. In addition, school administrators should ensure the correct flow of information to teachers and parents.

According to the second conclusion of the study, teachers referred to resource provider for the regulation of the education program. According to teachers, second sub-theme is appropriate program schedule for the regulation of the education program. Third sub-theme is sub-theme is 'feedback'. According to the opinions of the teachers who participated in the research, the last sub-theme is the mini meetings. It is suggested that school administrators should analyze the curriculum. They should be learner leaders, analyze appropriate programs and share them with teachers. They should arrange the hours of their educational programs for the most appropriate hours for teachers and students. Accordingly, they should hold informative meetings and receive feedback for the continuity of their training programs.

According to teachers' views, the third conclusion includes three views. The most referred view of teachers is developmental supervision for the supervision theme. Second view of teachers is multi-stakeholder supervision. The last theme is student supervision for the supervision theme. It is suggested that education administrators should practice developmental supervision principles to primary school teachers rather than classical supervision. In other words, educational administrators should fulfill tasks such as direct assistance in the education process, group development, professional development, curriculum development, and action research in order to develop teachers.

According to another conclusion of the study, the most referred sub-theme related to school culture is cooperation. Secondly, the teachers refered to the transparency sub-theme. Finally, the last sub-theme is confidence according to teachers. It is suggested that education administrators should give importance to value-based behaviors in order to form a strong school culture. In order to create a strong organizational culture, an atmosphere of trust can be provided with activities such as social organizations.

According to the last conclusion, the sub-themes of the professional development are use of technology in education, academic educations and versatile educations. According to the opinions of teachers, the most substantial opinion among these sub-themes is use of technology in education. The second is academic educations. In addition to this, the last view about this theme is versatile educations.

Therefore, it is recommended to provide more training in the context of technology during distance education.

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