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# The Effect of Supervision in Education on Teacher Quality and Performance

Vicdan ALTINOK<sup>1</sup><sup>1</sup> Faculty of Education, Gazi University, Ankara, Türkiye  0000-0002-9189-8068

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## ABSTRACT

It can be said that supervision practices are one of the most emphasized and researched areas. The fact that the problems identified as a result of the supervision practices continue even after many years shows that the desired change and development has not been achieved. The continuing problems regarding the teaching process in the field of education constituted the starting point of this research. The aim is to determine what needs to be done to ensure that supervision practices in education contribute to teacher qualifications and performance. Thus, it is to contribute to the solution of problems in the teaching process at the desired level. In line with this purpose, opinions were taken from schools at different levels in different provinces and from teachers in different branches in these schools. A total of 56 teachers, 8 from each province at each educational level, participated in the research from Ankara, Kırkkale, Hatay, Istanbul, Gaziantep, Bursa and Ağrı. Phenomenology pattern, one of the qualitative research methods, was used in the study. A semi-structured interview form developed by the researcher was used to determine what expectations the participants had in terms of contributing to their qualifications and performance while doing their jobs, in line with their opinions about their experiences regarding supervision practices in their schools. Content analysis was used in this research with a qualitative descriptive survey model. As a result of the analysis, the participants mean that inspections within the framework of the legislation should be carried out with a guidance approach and should contribute to the self-improvement of teachers. They stated that avoiding unnecessary explanations other than the purpose of the audit would positively affect their qualifications. In addition, it has been revealed that conducting the audit with open communication, away from mobbing, and having the right to evaluate the audit process or replace the auditors who have a negative attitude during the audit process will positively affect their performance. In order for supervision practices to contribute positively to teacher performance and quality; It would be appropriate to provide up-to-date scientific information, to allow teachers to share their experiences with each other within the framework of a culture of discussion, to develop a sense of control in teachers, the supervisor to ask point do not know, giving placeto education sessions and workshops.

Keywords:

Supervision, teacher, quality, performance

## 1. Introduction

Education systems are of great importance in the efficient use of country resources and in raising individuals with the competencies required by the age. Studies in the field of education show that each country has its own education system that reflects its social, political and cultural characteristics (Aldemir, 2010; Boavista, 2017; Deng, & Gopinathan, 2016; Eurydice, 2011; MEC, 2017; Özerbaş & Safi, 2022). In addition, it is a common expectation of all countries today that there are schools within the system that provide a rich and productive learning environment for all students and that there are teachers who ensure that the process works in these schools. In order to achieve this expectation, goals and objectives must be determined at every stage of education (Macnab, 2004). It is the supervision that will contribute to reaching better points by improving the process by ensuring the level of realization of these goals and objectives and taking the necessary precautions to achieve better results (Aydın, 2014,). Evaluation studies and research conducted both at international and

<sup>1</sup> Corresponding author's address: Gazi Üniversitesi-Eğitim Bilimleri Bölümü, Ankara /Türkiye

e-mail: [altinokvicdan@gmail.com](mailto:altinokvicdan@gmail.com)

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national levels are stated to be the most important factor in increasing teacher qualifications and performance, which is the key point of the teaching process (TEDMEM, 2018). The purpose of teacher evaluations is to enable teachers to develop, realize their strengths and weaknesses, and contribute to teachers' best performance to show so that students can learn better. While the first goal focuses on receiving useful feedback for the teacher's development, the second goal is to contribute to the teacher's career by creating an understanding of accountability for what he or she does. (OECD, 2009). This study focuses on what needs to be done to ensure that supervision practices, which have an important place in increasing teacher qualifications and performances, can meet expectations. The most important element in supervision is the criteria in the evaluations. Determining the factors to be taken into account in the evaluations will positively affect the supervision results. Carlos-Guzmán (2016) stated that teachers' knowledge in the field of evaluation, observation, ability to evaluate students with an exam, etc. depend on teaching, presentation skills, motivation, self-efficacy, and the teacher's understanding of responsibility. It is expected that monitoring teacher performance and quality will contribute to the teaching process. One of the expectations is a better understanding of the teaching profession and therefore the education and training system; The other is to create an infrastructure for those who direct education and training policies to make arrangements for the practices related to the process and to determine the positive, negative and deficient aspects of the existing supervision system in practice.

Developments in education have necessitated the development of the teaching profession. At the same time, the teaching profession should not be seen as a profession that everyone can do. It is revealed that teaching in Turkey should be done by people who are more equipped with the influence of the developments in the world and in the country. This situation has increased the expectations of individuals in society from education and the related teaching profession. Teachers who can meet these expectations must also have high qualifications. The characteristics sought in qualified teachers vary from country to country, thus diversifying the characteristics that these teachers must have (Akyüz, 2012; Ayas, 2009; Aydın, Demir, & Erdemli, 2015; Stromquist, 2018; Yetim & Göktaş, 2004). "The teaching profession is a profession that affects and shapes the future, that is, the destiny of societies." Therefore, it is of great importance that teachers are qualified. Traditionally, the attempt to ensure quality teaching has been addressed through two different organizational processes. These are administrative evaluation and teaching supervision. The purpose of these inspections is not only to evaluate the situation but also to increase the quality and performance of teacher behavior (Andriani, Kesumawati, & Kristiawan, 2018).

Quality is the characteristics that answer the question "how" something is. This shows that administrators and teachers have an important role in achieving positive results for students' intellectual, personality and psychosocial development (Hattie, 2008). An important condition for training teachers with the desired qualifications is that this job can be achieved with well-selected students and teaching staff (Küçük, 2021). For this purpose, students who have the general intelligence, talent and personality traits required by the profession should be selected for teacher training institutions. Because teaching is a profession that requires certain social, emotional and moral characteristics as well as knowledge and skills (Küçük, 2021). The first and most notable role performed by a teacher is that of one who plans, guides and evaluates learning (Moor, 2001). The second important role of a teacher is to organize and structure the learning environment. Its third important role is to respond with a positive approach when behavioral problems get in the way of the student's learning and development (Moore, 2001). The teaching can sometimes create permanent problems. Although teachers often teach a class or group, they must be careful to respond to the needs of individuals. While teachers generally show interest in students as social beings, students can learn more than the subjects to be learned at school (McCaslin & Good, 1992). Every student has different types of intelligence, background knowledge, abilities, and learning styles. Therefore, teachers must recognize students' learning differences and adjust teaching accordingly (Brophy & Good, 2008). The problems facing developing countries today are unequal and low teacher qualification (Maritasari et al., 2020). Teacher efficacy is related to the quality of teacher performance (Avalos, 2011; Guskey & Yoon, 2009).

Performance is an activity carried out to fulfill and complete tasks and responsibilities in accordance with the set expectations and goals (Andriani et al., 2018). Teacher performance is what the teacher reveals while performing his/her duties in accordance with the teacher's competence and ability within the framework of talent, competence and experience. According to August W. Smith, Performance is the output obtained from

processes. Teachers with good performance will increase their students' learning quality by providing better learning desire and motivation (Nurabadi et al., 2021). Studies have shown that supervision has a positive or negative effect on teacher performance (Atiah, Fitria, & Destiniar 2020; Marey, Hesham, Magdd, & Toprak, 2020). Research has revealed that supervision contributes to both supporting teachers and improving their performance and professional qualifications (Atiah et al., 2020; Işık, 2010; Marey et al. 2020). Aydın (2013) emphasized that supervision is carried out not only for control purposes but also for development purposes, and stated that supervision is necessary to improve the teaching quality of teachers and achieve the educational purpose.

The process we are in has highlighted the fact that teachers see the teaching process as a multi-directional communication process instead of a one-way communication process, that the interests and needs of students with different knowledge and experiences are supported, that it is valuable for them to learn from each other in a social environment, that they have a holistic understanding of teaching (TEDMEM, 2018). It can be said that auditing practices are one of the most emphasized and researched areas. Although auditing is talked about in every field, it is observed that the problems identified as a result of auditing practices continue even after years, and the desired change and development in the practices in the relevant areas cannot be achieved. The results obtained after the audit must have an impact on the qualifications and performance of the employees, especially those doing the job, so that they can achieve the corporate objectives at the highest level. At this point, teachers have an important responsibility and duty within the education system. The continuing problems regarding the teaching process in the field of education (resulting from educational policies, educational programs, teacher qualifications, educational philosophy, management) constituted the starting point of the research. The most important reason for the problems experienced in education stems from the problems experienced by the teacher. Unsolved problems will accumulate steadily, affecting every aspect of society and creating inextricable problems in education.. Based on this, it is predicted that the results of the research will contribute to the reduction of problems arising from teacher qualifications and performance in the education process. It was aimed to create alternatives regarding supervision practices by taking teachers' opinions about what teachers expect from the supervision process in improving the quality and performance of teachers. Thus, it will create a different perspective on the process as the audit process is not limited to course audit only, but the people responsible for the audit are also evaluated by the auditees.

## **2. Methodology**

### **2.1. Research Model**

In this research, phenomenology pattern, one of the qualitative research methods, was used. Phenomenology is a qualitative research method that allows people to express their understanding, feelings, perspectives and perceptions about a particular phenomenon or concept and is used to describe how they experience this phenomenon (Rose, Beeby, & Parker, 1995). This model allows revealing the true nature of the phenomenon being examined (Yıldırım & Şimşek 2011). Phenomenology deals with, analyzes and compares experiences that derive their source from individual differences. In the phenomenology method, the data source of research is the individuals carrying the phenomenon. The data collection tool of these studies is interviews. Since phenomenology research is within the scope of qualitative research method, generalizable results or definitive conclusions are not included in accordance with the nature of qualitative research. He gives example experiences and makes explanations by creating results that help the phenomenon to be recognized and understood more clearly and better (Patton, 2014; Yıldırım & Şimşek, 2011). This research was preferred because it allows the determination of clear, applicable and most appropriate suggestions for the people and politicians responsible for supervision in the field of education, in line with the opinions of the participants, in order to reduce the problems encountered in educational institutions (Drew & Hewitt, 2006; Van Manen, 1990).

### **2.2. Research Sample**

In this research, the maximum variation sampling method, one of the purposeful sampling methods, was used to determine the teachers who will participate in the research in order to provide a healthy depiction of the current situation.. Purposive sampling method; It is a sampling method that allows in-depth investigation of situations that are thought to have rich information. One of the reasons why researchers use the purposeful sampling technique is that they want to measure the impact of a particular event and have to work with a

limited time frame or budget In this study, tried to determine the effect of the supervision process on teacher qualifications and performance in a limited time period. The main purpose of maximum diversity sampling, which is one of the purposeful sampling methods, is to ensure that participants with different positions regarding an issue or problem are included in the sample (Palys, 2008). In order to achieve this, in this study, opinions were taken from schools at different levels in different provinces and from teachers in different branches in these schools. The provinces of Ankara, Kırıkkale, Hatay, Istanbul, Gaziantep, Bursa and Ağrı, where graduate students work, were selected for the research in order to collect data more easily and quickly and to represent different regions. Accordingly, interviews were conducted with a total of 56 teachers, 8 from each province, from each educational level (2 from primary school, 3 from secondary school, 3 from high school) from Ankara, Kırıkkale, Hatay, Istanbul, Gaziantep, Bursa and Ağrı. While the opinions obtained from the teachers in the study group were shared in the research, coding was done by including the letters of their province, education levels and branches. For example, Ankara primary school classroom teacher (AİS1), Kırıkkale secondary school mathematics teacher (KOM2), Hatay secondary school Turkish teacher (HOT3), Istanbul high school literature teacher (İLE4), Gaziantep high school physics teacher (GLF5), Bursa primary school classroom teacher (BİS6), Ağrı secondary school science teacher (AğOF7),..... etc. Information about the participants in the study group is presented in Table 1

**Table 1.** Data Regarding the Study Group in the Research

Cities	Education level	Disciplines	Frequency	Coding
Ankara	Primary school	Classroom teacher	1	AİS1
		Foreign language	1	AİYD2
		Maths	1	AOM3
	Middle school	Geography	1	AOC4
		Social sciences	1	AOS5
		Gogrphy	1	ALF6
	High school	Information technolo	1	ALBT8
		Physical	1	ALC
Kırıkkale	Primary school	Classroom teacher	2	KİS9, KİS10
	Middle school	Turkish Education	1	KOT11, KOFB12, OFB13
		Chemical	1	KLK14
	High school	Picture	1	KLR15
		Literature	1	KLE16
Hatay	Primary school	Classroom teacher	1	HİS17
		knowledge religion	1	HİDB18
	Middle school	Foreign language	2	HOYD19, HOM20
		Maths	1	HOTT21
	High school	Technology design	1	
		Maths	1	HLM22
		Physica education	1	HLBE23
		Foreign language	1	HLYD24
İstanbul	Primary school	Classroom teacher	2	İİS25, İİS26
		Maths	1	İOM27
	Middle school	Turkish	1	İOT28
		Social sciences		İOS29
	High school	Literature	1	İLE30
		History	1	İLB31
		Biology	1	İLT32
Gaziantep	Primary school	Classroom teacher	1	GİS33
		Moral knowledge	1	GİAB34
	Middle school	Tukish	1	GOT35
		Science	2	GOF36, GOF37
	High school	Foreign language	2	GLYD38, GLM39
		Maths	1	GLK40
Bursa	Primary school	Classroom teacher	1	BİS41
		Knowledge religion	1	BİDB42
	Middle school	Science	2	BOFB43, BOFB44
		Maths	1	BOM45
	High school	Literature	2	BLE46, BLE47

		Geography	1	BLC48
Ağrı	Primary school	Classroom teacher	2	AğİS49, AğİS50
		Religion culture	1	AğODK51
	Middle school	Maths	2	AğOM52, AğOM53
		Literature	1	AğLE54
	High school	Maths	2	AğLM55, AğLM56

As seen in Table 1, 56 teachers, 8 from each of Ankara, Kırıkkale, Istanbul, Hatay, Gaziantep, Bursa and Ağrı, participated in the research.

### 2.3. Data Collection Tools and Procedure

In this study, a semi-structured interview form was developed by the researcher, aiming to determine the participants' expectations regarding their experiences regarding supervision practices in educational institutions and contributing to their qualifications and performance while doing their jobs. During the development of the data collection tool, the literature was first scanned in detail and a conceptual framework plan was prepared. A draft question pool was created based on the prepared conceptual framework plan. Necessary evaluations were made in the prepared question pool and adjustments were made to the questions. Likewise, some questions in the draft question pool were combined and some were removed from the question pool on the grounds that they were not functional for the purpose. A preliminary interview was held with 5 teachers with the prepared draft interview form. After these interviews, the number of questions was reduced from 8 questions to "6", taking into account the suggestions and feedback. The questions in the finalized interview form are as follows.

- What should be the approach of the inspector towards the teachers and the approach of the teacher towards the inspector during the inspection process?
- What do you think the supervision process should bring to teachers?
- Should teachers be given some rights during the supervision process? What should these rights be?
- Should there be some regulations for successful teachers after the inspection? What could these be?
- Are there any regulations you would like to be made for teachers in existing laws and regulations? If so, what are they?
- Have the supervision practices you experienced as a teacher increased your performance and teaching quality? What are your views on supervision practices that will affect your performance and teaching quality?

Data were collected face to face, by e-mail and online, within the framework of the conditions of teachers in the provinces. The element of easy accessibility was taken into consideration when determining the participants. First, a thematic framework was created for descriptive analysis of the data obtained, the data was processed accordingly, and the findings were defined and interpreted. In this study, various strategies were used with due care and attention to validity and reliability. In this research, teachers' opinions on supervision practices were evaluated through semi-structured questions using the interview technique. First, the teachers were given introductory information about the research, and the questions were forwarded to the teachers, providing them with prior knowledge on the subject and an opportunity for them to shape their thoughts. This prevented the occurrence of negative situations that could lead or influence them and cause loss of time during the interview. A 30-minute one-on-one interview was held with the teachers in the study group, and their answers to the questions were obtained using voice recording and note-taking methods. Graduate students working as teachers in the provinces where the research was conducted made significant contributions to the collection of data. In this way, prior permission was obtained from the participants to be interviewed. Care was taken to take notes in a way that would not direct the interview or disrupt the participant's concentration.

### 2.4. Data Analysis

Content analysis method was used to analyze the data. Content analysis is one of the analysis methods classically used to analyze certain texts or content, regardless of the source of the material to be included in the analysis. Content analysis is a functional analysis method for careful, detailed and systematic examination and interpretation of a specific material in order to detect patterns, themes, biases and meanings (Flick, 2009, p. 323). In this respect, content analysis was found appropriate in this research using the qualitative descriptive

scanning model. Different techniques can be used in content analysis. In this research, summative content analysis was used. In summative content analysis, it consists of shaping and shortening the essence or core content of the material subjected to content analysis. Summative content analysis basically means summarizing the content of the material at each stage and making it more concrete (Mayring, 2014). In the process of analyzing the data obtained, firstly, the interview records were deciphered and analyzed. 148 pages of data were obtained from the interviews. Various subcategories were created by taking into account the common points in the answers given to each question. During the preparation of the data, themes and subcategories related to the obtained content were also determined. The determined themes and subcategories were evaluated by comparing them with the concepts in the literature. During the data analysis phase, NVivo 12.2.0 Plus program, a qualitative data analysis tool frequently used in social science research, was also used.

## 2.5. Validity and Reliability

In qualitative research, validity means that the research gives the same results when repeated, and reliability means that the facts about the subject addressed in the research are accurately determined (Gibbs as cited in Creswell, 2009; Bloor & Wood, 2006). Situations such as the environments in which the interviews were conducted in the research, the environmental conditions, the social nature of the data obtained, and the fact that the research process is as important as the results (Ary et al.; Bogdan & Biklen; Flick; Lincoln & Guba as cited in Cohen et al., 2018), it is important for data quality to conduct interviews with participants in environments where they feel comfortable. In this context, due care was tried to be taken in the research. Validity is considered in two different dimensions as internal and external validity. Internal validity refers to the consistency of the data obtained with the evaluations or conclusions reached by the researcher as a result of the research (Bloor & Wood, 2006). In order to ensure internal validity in this research, some participants were interviewed a second time after the interview to test whether the data obtained was correctly understood by the researcher. In the second stage regarding internal validity, the researcher contacted experts in data-based management and the coding and evaluations carried out in order to correctly interpret the data on certain issues were forwarded to two different researchers and evaluated by comparing both the coding performed by the researcher and the codes of two different researchers among themselves. The generalizability of research results is related to the external validity of the research (Bloor & Wood, 2006). In qualitative research, external validity is expressed as "transferability" (Bryman, 2012; Cohen et al., 2018) instead of "generalizability". In order to ensure external validity, first of all, the questions developed to collect data through literature research were consistent with each other, preliminary application was carried out and expert opinions were included. For external validity in qualitative research, it should be taken into account that the participants are determined in line with the purpose of the research and the contextual limitations of the research findings, that is, the existing segment of the research subject is represented by the maximum diversity sampling method (Lincoln & Guba, as cited in Given, 2008).

## 2.6. Ethical

The study entitled "The Effect of Supervision in Education on Teacher Quality and Performance" was reviewed by the Research and Publication Ethics Committee of Gazi University Educational Sciences Institute. It was decided that the study in question was ethically appropriate by the committee's decision dated February 20, 2024, and numbered 05.

## 3. Findings

In the research, the concepts emphasized were determined by taking into account the important elements of the answers to the six questions asked to the participants, and these concepts were coded and grouped according to their similarities and differences. Suggestions are given according to the results obtained after the general evaluation. The findings obtained as a result of the analysis of the questions asked to the teachers and the answers given to them are presented in tables in order to present them more clearly.

### *1-Behaviour of the Supervisor towards the Teacher and the Teacher towards the Supervisor*

The teachers in the research group "What should be the approach of the supervisor towards the teachers and the approach of the teacher towards the supervisor during the supervision process?" answers to the question are given in Table 2.

**Table 2.** *Opinions on the behavior of teachers and supervisors towards each other during the Supervision Process*

Participant Opinions	F	%
<i>Supervisor's approach towards teachers</i>		
Creating an informative and open communication environment	26	27,09
Identifying deficiencies rather than finding faults	21	21,88
Not be threatening, prejudiced, oppressive or offensive	16	16,67
Consider school dynamics	12	12,50
Understanding, tolerance, justice and transparency	8	8,40
Not being judgmental or accusatory	5	5,21
Not coming to class without notice or permission	5	5,21
Asking about things they don't know	3	3,13
Total	96	100
<i>Teacher's approach towards the supervisor</i>		
Collaborate and take suggestions into account	22	28,21
Approaching the process professionally	14	17,95
Be open to criticism	12	15,38
Trusting the supervisor and benefiting from their experience	11	14,10
Evaluating professional development opportunities with a desire to learn	8	10,26
Being a facilitator by fulfilling your duties during the year	5	6,41
Open to communication, explaining mistakes honestly	4	5,13
To have a conciliatory attitude	2	2,56
Total	78	100

Table 2 shows that in the supervision practices of the teachers participating in the research, the person responsible for supervision should first approach the teachers by informing them about the process (27.09%), and throughout the implementation process (21.88%), instead of finding faults, they should identify deficiencies and (20%) be prejudiced. It is seen that they stated that they should approach the school with understanding, tolerance and justice, without taking threatening, oppressive and offending attitudes (12.5%), taking into account the conditions of the school (8.40%). When these results were examined, teachers in Ankara, Istanbul and Bursa provinces stated that they should not take an approach to carry out unannounced lesson supervision without informing them about the process and addressing the school dynamics.

The teachers' approach to the person responsible for the supervision, which constitutes the second part of the question, actually enabled the teachers to make a self-evaluation and realize that the process is not a one-way but a mutual interaction. A certain majority of the teachers (28.21%) stated that it would be appropriate to approach this process professionally (17.95%), in a conciliatory manner, by cooperating with the person responsible for the supervision, that is, their administrators, and stating that they should take their suggestions into consideration. Some teachers stated that they should be open to criticism, trust the supervisor, benefit from their experiences, evaluate professional development opportunities, and be in an approach to fulfill their duties on time. A significant part of this approach was put forward by teachers in Ağrı, Gaziantep and Hatay provinces. Expressions regarding the opinions are as follows.

*İLE30 "Supervisor should make evaluations by taking into account the opportunities that schools have."*

*GLYD38 "The supervisor should be a guide and inspiration to the teacher and encourage and express his/her shortcomings. The teacher should also believe in the experience and reliability of the supervisor and benefit from his experiences."*

*AğOM53 "The teacher should approach the auditor with an open mind and a desire to learn. The teacher should be open to feedback and suggestions for improvement and actively seek out professional development opportunities. Additionally, the teacher must communicate any concerns or issues to the supervisor in a respectful and professional manner."*

## **2- Contributions provide of the Supervision Process to Teachers**

The answers to the question, which was asked to determine how sufficient the supervision practices are in terms of teacher expectations and the success of the process, and what the missing elements are, were evaluated as nine statements.

**Table 3.** *Opinions on What Supervision Should Gain to Teachers*

Participant Opinions	F	%
Ability to be aware of purpose	13	17,57
Current and scientific information	10	13,51
Creating learning environments	10	13,51
Creating a culture of discussion that will increase teachers' competencies	10	13,51
Creating a sense of control in the teacher	8	10,81
Legislation, classroom management, approach to students, methods and technical knowledge	8	10,81
Identify and correct deficiencies	7	9,47
Openness to innovations	5	6,76
Self-regulatory competence and business ethics	3	4,05
Total	75	100

The ability of educational activities to meet expectations depends primarily on the performance of the teacher and the quality of knowledge and experience. One of the factors that will affect this is the supervision and guidance practices carried out in educational institutions. In this research, teachers stated that it is important that the supervision carried out in schools primarily helps teachers to be aware of the purpose for which they are here (17.57%) and that it contributes to the development of teachers' sense of control within the framework of the culture of discussion (13.51) by creating learning environments where up-to-date, scientific information is provided. They stated that it was. The answers given by the participants actually show that the audit process is an application that should be carried out meticulously and with great importance. In this respect;

HOM20 *"There should be guidance, not control. Teachers should share their experiences regarding the supervision process."*

BLE47 *"Teachers should be given a culture of being aware of their practices, thinking about their adequacy and inadequacy, and discussing what needs to be done to improve them. "*

GOF37 *"The audit process should provide feedback to teachers. "The teacher must discover himself by performing his own supervision and complete the integration of the teaching profession and his personality in this process."*

### 3- Rights to be Given to Teachers During the Supervision Process

One of the important points of the supervision process is that it makes a positive contribution to the performance and qualifications of teachers. This contribution depends on teachers having certain rights regarding the process. "Should teachers be given some rights during the inspection process? What should these rights be? The question can give an idea about the results of a collaborative inspection practice in determining the goals and policies of the future education process. In this context, teacher opinions regarding the process are seen in Table 4.

**Table 4.** *Opinions on the Rights That Should Be Given to Teachers During the Supervision Process*

Participant Opinions	F	%
<i>Should Teachers be given Rights?</i>		
Yes	54	96,43
No	2	3,57
Total	56	100
<i>Rights that should be granted to teachers during the audit process</i>		
Applicability of the rights in the legislation (Rights such as self-defense, objection and speech, etc.)	24	32
The right to evaluate or replace the controller	16	21,33
The teacher's right to evaluate himself and his process	15	20
Rights regarding personal life (freedom of clothing, opinion and thought, etc.)	11	14,67
The right to decide regarding the guidance process	6	8
Right to be informed and correct deficiencies	2	2,67
Reducing paperwork and accepting work via computer	1	1,33
Total	75	100

In the research, considering the data results obtained through inspection practices, 54 participants answered positively and 2 participants answered negatively that teachers should be given some rights during the inspection process in order to provide a better quality education to the changing social structure and generation in educational institutions. The majority of participants (32%) who responded positively



emphasized that the rights in the legislation should be usable. Another noteworthy opinion is the desire that they should have the right to evaluate the person performing the inspection. These requests are followed by the right to evaluate themselves and the process, to make decisions regarding personal life and the process, and the right to time. In particular, the opinion regarding the usability of the rights in the legislation was expressed by teachers in Ankara, Hatay, Kırıkkale and Ağrı provinces. For example;

*KOFB13 "The teacher should have the right to change the supervisor if her branch is not compatible with the supervisor. The objecting teacher should not be mistreated because of his objection."*

*HLM22 "Teachers must have rights. These rights; "There should be no interference in his work, no interference in his area, no interventions that would affect his personal life (freedom of clothing and vision)."*

*AğİS50 "The teacher should not feel uneasy during the supervision process, and the supervision should not be at the point of supervision. Therefore, during the audit process, the teacher should be given the right to change the auditor when there are valid reasons."*

#### 4-Arrangements for Successful Teachers After the Audit

Supervisions carried out during the teaching process are important in terms of determining whether teachers effectively implement their teaching plans and programs, ensuring that they are carried out in line with the objectives, identifying their inadequacy and inappropriate aspects, and improving themselves by completing their deficiencies. In this process, teachers' opinions regarding some arrangements to maintain and improve the existing working levels of teachers with a certain performance are shown in Table 5.

**Table 5.** *Opinions on the Arrangements That Should Be Made for Successful Teachers*

Participant Opinions	F	%
<i>Should regulations be made for successful teachers?</i>		
Yes	55	98,21
No	1	1,79
Total	56	100
<i>Arrangements to be needs done</i>		
Improving the curriculum and working conditions	13	19,12
Materials or seniority related to the branch should be given	13	19,12
A certificate of achievement or service points must be given	13	19,12
Leadership roles or teacher mentoring	7	10,30
Participating in an activity related to the teacher's field	7	10,30
In-service training for personal development	5	7,35
Not being able to share your experience with other teachers	4	5,88
Professional development opportunities	3	4,41
Thanks and appreciation should be given	2	2,94
He shouldn't be given a reward for doing his job.	1	1,47
Total	68	100

Teachers expressed an opinion in equal numbers (19.12%) regarding the improvement of the curriculum and working conditions, improvement of materials or seniority related to their branch, and a regulation regarding the issuance of achievement certificates or service points, provided that their achievements are implemented fairly within the framework of the determined standards. It is seen that these expectations are followed by leadership and teacher mentoring, participation in some activities related to their branches (such as education abroad programs), personal development and sharing their experiences with other teachers. In the analysis, it was noted that the participants working as teachers in Kırıkkale, Hatay and Gaziantep mostly expressed their opinions about regulations such as professional and personal development, certificate of achievement and service points.

*KLK14 "I think the award will be useful to ensure the teacher's motivation for the purpose and to improve himself. There may be regulations such as an increase in economic income in the scoring rate resulting from the audit, prioritizing in-service training for personal development, and legally providing an environment for sharing experiences with other teachers."*

*HİDB18 "If you are a successful teacher in our country, you are generally not appreciated and many important jobs at school are given to you. If you do not do the given job well, that job will not be given to you as a reward. After the inspection, teachers can be given certificates of achievement and service points, etc."*

BOFB44 *"In my opinion, there should not be such a reward because I do not think the evaluation can be concrete enough. This may lead to unfair practices. "It may also disrupt the peace of the institution."*

### 5-Regulations for Teachers in Laws and Regulations

Laws and regulations created for the regulation of the education system have been brought to the agenda many times and have been the subject of discussions. Accordingly, frequent adjustments were made. In order for the arrangements made to contribute to the process and serve the purpose of education and training, it would be appropriate to include the opinions of those who are personally involved in the implementation. Accordingly, teachers were asked "Are there any regulations you would like to be made for teachers in existing laws and regulations?" If so, what are they? As a result of the analysis of the answers to this question, the results in table 6 were obtained.

**Table 6.** *Opinions Regarding the Desired Arrangements to Be Made Regarding Laws and Regulations*

Participant Opinions	F	%
Improving teacher reputation	18	27,69
Ministry of Education and Private school teacher personnel rights	9	13,85
Obtaining teachers' opinions on course books and equipment	8	12,31
Right of frazzle	6	9,22
Seizure practices	6	9,22
Additional course regulations	4	6,15
Elimination of non-educational activities	3	4,62
Law on specialist teacher	2	3,08
To determine the school administr	2	3,08
Ensuring the rights and security of the teaching profession	2	3,08
Creation of school council	1	1,54
Appointment of permanent cleaning officer	1	1,54
Supervision should be carried out by independent persons and institutions	1	1,54
Communication related training and projects	1	1,54
Orientation for new teachers	1	1,54
Total	65	100

It can be seen that the results in the table are remarkable. Mostly (27.69%) teachers emphasized that regulations should be made to increase the reputation of the teaching profession, which has become devalued in society. This is followed by (13.85%) expectations regarding the rights of teachers in private and public schools, (12.31%) regarding the determination of the books and equipment they will use in class, and (9.22%) right of frazzle and tear. In addition, it has been put forward that regarding the work at the school, duty, cleaning staff, supervision should be done by independent people and institutions, orientation for new teachers, teachers should not be assigned duties other than teaching activities, arrangements should be. In addition, a participant in Istanbul stated that a regulation for the establishment of a school council in addition to the administrator at the school would contribute to making joint right decisions regarding the process, which could positively affect teacher performance. Below are sample expressions on this subject.

KİS10 *"Supervision and guidance in the school are left to the school principal, and the school principal provides guidance by monitoring the teacher's lesson at least once every semester. All the inspectors he knew were competent individuals in their fields. It is debatable whether it is correct to say the same thing for school principals. Additionally, the school principal may act emotionally in this role. He may enter a teacher's class to intimidate him. For this reason, I do not find it right for the school principal to monitor the lesson. "Instead, inspection by independent individuals and institutions (such as Ofsted in the UK) may be much more objective."*

BİS41 *"Organizing training on communication with students due to the rapid widening of the generation gap. Making projects."*

AİS1 *"Since the lunch break is a rest time, arrangements can be made for teachers on duty not to be on duty during this period, and if it is considered that taking care of students and trying to shape their future is a serious and difficult job, they can be given the right to wear out."*

### 6-Things to be Considered in Supervision Practices for Teacher Performance and Quality

It is seen that taking the data regarding the five questions above into consideration in the supervision and guidance process and implementing the application in accordance with these elements will have a great impact on increasing the performance and qualifications of teachers. In the research, "Have the supervision practices you experienced increased your performance and teaching quality? "What are your views on supervision practices that will affect your performance and teaching quality?" Asking the question actually aims to determine what the teachers' answers to other questions are indispensable for the contribution of supervision and guidance practices. Among the answers given in this regard, 2 participants stated that supervision and guidance practices contributed to their professional development, while 54 participants stated that they did not contribute. Table 7 includes teachers' opinions on what should be taken into consideration in the process of supervision and guidance practices in order to increase their professional performance and qualifications.

**Table 7.** *Opinions on the Impact of Supervision Practices on Performance and Teaching Quality*

Participant Opinions	F	%
<i>Have the supervision practices you experienced increased your performance and teaching quality?</i>		
Yes	2	3,57
No	54	96,43
Total	56	100
<i>What are your views on supervision practices that will affect your performance and teaching quality?</i>		
Provide feedback for teaching practices	16	28,57
Conducting training sessions and workshops	9	16,08
Meetings where experiences are shared based on the same lessons	7	12,50
Ensuring sharing (cooperation) of ideas, strategies and resources	6	10,71
Suitability with ethical rules and evidence-based practices	4	7,14
Not making statements other than the purpose of auditing	4	7,14
Maintaining self-control	4	7,14
Effective use of time, being open to communication	3	5,36
Not being exposed to mobbing	3	5,36
Total	56	100

A significant portion of the teachers stated that providing feedback after each inspection (28.57%), Conducting training sessions and workshops and meetings where experiences are included on a group basis, gaining new perspectives and gaining knowledge in professional and personal development will contribute to increasing performance and teaching qualities. It has been determined that audit practices should be carried out in accordance with ethical rules, in collaboration with evidence-based, unbiased evaluations, and with an open communication approach, away from mobbing, without making conversations outside the purpose of the supervision. In this framework,

*İİS25 "Provide teachers with constructive feedback about their teaching practices, which can help teachers improve their skills and better meet the needs of their students. It should be ensured that they follow ethical rules in the supervision."*

*ALC7 "I think constructive criticism will be useful. However, making absurd statements while stating these, that is, speeches that are not related to the control process, create a destructive situation."*

*HOYD19 "Increasing my knowledge in my field, the necessary motivation sources and using time efficiently, having strong communication skills and being prone to team work should not be overlooked."*

#### 4. Discussion and Conclusion

In this study, which was conducted to determine what kind of expectations the participants had in terms of contributing to their qualifications and performance while doing their jobs, in line with their opinions about their experiences regarding the inspection practices in their schools, the participants stated that the inspections should be carried out within the framework of the legislation with a guidance approach and should contribute to the teachers' self-improvement. In this context, the study conducted by Ünal and Üzümcü (2014) revealed that supervisors should provide information about their work, provide on-the-job training by providing guidance, and demonstrate model behavior to education employees, and that teachers' readiness and willingness to provide guidance should also be improved. The results obtained in this study are similar to the research results.

In their study, Elçiçek and Yaşar (2016) stated the necessity of in-school practices that will provide professional development opportunities by taking into account the needs, expectations and thoughts of teachers. In general terms, teacher professional development can be considered as an increase in performance and quality. This research, unlike the results of Elçiçek and Yaşar's research, has been determined that the auditing process in all kinds of practices in schools will be one of the most important contributions in helping teachers become aware of their professional goals and gain current and scientific knowledge. In this regard, it has been determined that professional development and growth opportunities such as training sessions and workshops, a supportive, collaborative environment where they can share ideas, strategies and resources, and practices to create a discussion culture that will increase their competencies will contribute to the process. While Can (2019) stated in his study that practices that will encourage professional development are necessary in order to ensure the professional development of teachers, in the study titled "Factors affecting teacher professional competencies" conducted by Yenen (2021), it was seen that the contribution of professional experiences to teacher competencies is important. With this study, more concrete results were obtained regarding what kind of practices and approaches can be carried out for the main factors affecting professional development in other studies. This study, unlike other studies, revealed that training sessions, workshops, concrete practices and mobbing should not be applied for professional development.

Among the opinions regarding teachers' rights regarding the supervision process, which constitutes the third sub-problem of the research, the most striking and emphasized by a significant part of the participants is "the rights that are already in the legislation should be implemented". In addition, notable demands include being able to evaluate or change the people who carry out the inspection themselves, being able to make decisions and evaluate themselves and their process, and being given time to correct deficiencies. In their study, Göker and Gündüz (2017) revealed the negative relationship between the prestige of the teaching profession in Turkey and their personnel rights, and examined the status of teachers in some European countries and OECD countries, as well as their personnel rights, promotion in the profession, salary status, union membership, supervision and retirement status. As a result of their analysis of status and personnel rights, they stated that simply improving wages and working conditions will not be a solution to the status problem of teachers, and unless the teaching profession is culturally valued should be seen that providing better wages will not. As a result of the study of Göker and Gündüz (2017), it was stated that teacher rights should be valued culturally. In this research, participants stated "primarily the implementation of the rights included in the legislation". This statement reveals that there should be cultural respect for the teaching profession in society.

In order to preserve and maintain the existing performance and teaching qualifications of teachers who are evaluated as successful after the audit, "improve the curriculum and working conditions, provide course materials related to their branch, seniority, certificate of achievement, service score, leadership role and mentorship to teachers, provide training abroad related to their field" Making arrangements such as participating in activities and creating environments that will allow them to share their experiences and knowledge with other teachers will contribute to not only the teacher but also other teachers being positively affected. Armstrong (2014), Mavi (2017), Mercanlıoğlu (2012), Ferecov (2015) and Sarıaltın (2017) also emphasized in their studies that, with the right approaches, performance management will have positive effects on individuals and organizations and increase productivity. The results of the research conducted by Atiah, Fitria and Destiniar (2020) on the effect of the supervision of principals on teacher performance also stated that the principal's guidance and supervision model significantly affects the performance of teachers. It was stated that the coaching and supervision model should be developed in order to increase teacher performance. Aygün (2008) also stated in his study that teachers were not rewarded in any way other than verbal thanks. As a result of their study, Andriani et al. (2018) revealed that work motivation has a positive effect on teacher performance. With the current research results, it is seen that teachers have more clearly revealed their expectations regarding what should be done in achievement evaluations to increase their performance and qualifications. In this research, different opinions emerged about what should be done in success evaluations to increase teachers' performance and qualifications: "Improving the curriculum and working conditions, improving branch-related materials or seniority, making arrangements for issuing certificates of achievement or service points."as. In addition to these opinions, results similar to the above research results were obtained, such as leadership and teacher mentoring, participating in some activities related to their branches (such as education abroad programs), personal development and sharing their experiences with other teachers.

Although the laws and regulations for teachers have been prepared in the best way by considering many elements, the emergence of many new situations and changes over time makes it necessary to make changes, additions or deletions to the existing legislation. Teachers who are personally involved in the education process and who are direct implementers of the process can observe this change and deficiency more quickly. Unlike the results of the research conducted by Aygün (2008), Andriani S, Kesumawati N, Kristiawan M (2018), Armstrong (2014), Mavi (2017), Mercanlioğlu (2012), Ferecov (2015) and Sarıaltın (2017), teacher qualification and to improve its performance for; first of all, it is necessary to increase the reputation of the lost teachers, then to determine the person who will manage the schools and the books and materials for their lessons, the issues related to permanent cleaning staff and the regulations regarding the personnel rights, the right to teaching profession and security, specialist teaching, shifts and additional lessons, Moreover; It has been stated that additional articles and regulations should be made on issues related to the right of attrition, establishment of a school council, removal of non-teaching duties, communication training, new teacher orientation program and supervision by independent persons or institutions instead of the school administrator.

In his study, Aygün (2008) also stated that teachers should use documents related to their professional work in evaluation; They can choose the data sources that will evaluate the performance (inspector, school principal, group teacher, teacher himself, student, parent, student achievement, professional knowledge test, professional activities, etc.); The evaluation should be based on different criteria for new teachers and senior teachers; They suggested that the evaluation results be used for in-service training of teachers and that high-performing teachers be given priority in assignments abroad. The most striking point in the research is that it is emphasized that legal regulations should be made to provide support for the mental health and well-being of teachers, for example, to give importance to mental health resources. Additionally, in a study, teachers stated that among the tasks for which they felt most responsible were "guard duty" and "duties assigned by the administration" and that they experienced anxiety regarding these duties. It has been revealed that this situation negatively affects teachers' performance in the education process (Altnok, 2021).

Necessary work should be done to organize supervision and guidance services at more appropriate times and according to the needs of teachers, so that the expected impact and benefit from guidance services will be greater (Gün, 2001). Dost (2023) stated in his study that a good supervision system and supervision practices through the operation of this system will produce positive results, provide the opportunity for quality education, increase the performance and quality of teachers, and allow teachers to see both their positive and negative sides through measurement and evaluation. He emphasized that teachers who are successful as a result of supervision practices should be motivated.

Notable results of the research: *Behavioral dimension*; Inspectors should pay attention to the conditions of the schools and teachers should trust the inspectors and act professionally. *In terms of the elements that supervision should bring to the teacher*; It is the teacher's sense of self-evaluation and creation of a culture of discussion. *In terms of the rights that the teacher should have during the supervision process*; These include changing the person doing the inspection, evaluating not only the person being supervision but also the supervision process, not intervenin in personal life, deciding on the guidance process and accepting the requested documents via computer. *In the dimension for successful teachers*; It is about preparing the lesson program as the teacher wishes, providing the course materials, and ensuring that the teacher shares his experiences with the teachers. *In terms of laws and regulations that need to be regulated*; attrition, giving the right to form a school council and electing the school administrator, and the regulation of the specialist teaching law and supervision by independent individuals and institutions instead of school administrators. *In terms of the effect of supervision on teacher qualifications and performance*; Including training sessions and workshops, evidence-based practices, and not applying mobbing.

## 5. Recommendations

In line with the research results, an audit that will better ensure teacher quality and performance should ensure the balance between administrative evaluation and teaching supervision. Supervision activities that will strengthen the education and training process should be carried out primarily in line with determined concrete objectives and contribute to social development and progress. For this, teachers, who are the cornerstones of the education process in training human resources, must be able to carry out more qualified work with a high

performance. In order to achieve this, when evaluation is made in terms of behaviour, process gains, teacher rights, success evaluations, legal regulations and performance - quality;

Behaviorally; In supervision practices, feedback must be given, school dynamics must be taken into account, explanations appropriate to the purpose of the supervision must be made, mutual trust must be established, for this purpose both parties must be in correct, clear and understandable communication, avoidance of unintended discourses, in short, the approaches of the teachers performing the supervision and the supervised to each other Must be careful to act professionally.

Within the framework of the achievements of the audit process; Supervision practices should create learning environments to increase teachers' ability to be aware of the purpose of being in school, self-control competence, and teachers' competencies, providing current and scientific information, legislation, classroom management, approach to students, technical information, and create a culture of discussion.

In terms of teacher rights; First of all, it should be seen as a right for students to be able to use their existing rights, to be able to change and evaluate those who carry out inspections, to be able to evaluate themselves and this process as teachers, to have no pressure on their clothes, opinions and thoughts, to be given time to reduce paperwork and complete the deficiencies.

In success evaluations; In order to maintain and maintain the existing performance and quality, practices that motivate the teacher and make him/her feel valued should be included. Some of these may be to improve the course schedule and working conditions, to provide materials or seniority related to the branch, to be given a certificate of achievement or service points, to have leadership roles or teacher mentoring, to enable the student to participate in various activities related to the branch (abroad, etc.).

As legal regulations; Ensuring teacher reputation, having a say in determining the school administrator, establishing a school council for the decisions to be taken and having the supervision carried out by independent individuals and institutions instead of the school administrator, recognizing the right to attrition, right of frazzle, regulations regarding shifts, and law on specialist teacher can have a positive impact on teachers' performances. In order to increase performance and quality positively; Care should be taken to provide feedback, include training sessions and workshops, hold experience sharing meetings on a group basis, and avoid mobbing.

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