

## THE EFFECTS OF SUPERVISORS ON THE BEHAVIOR OF INDIVIDUALS IN TAKING CONTROL OF EDUCATION

Oya Erdoğan DENİZER

oyadenizer@gmail.com,

<https://orcid.org/0000-0003-1601-2113>

TRNC Ministry of National Education, National Education Supervision and Evaluation Board, Inspector

### ABSTRACT

It is defined as an indispensable part of life, and employees spend most of their days at work and with their colleagues for many years. For this reason, job satisfaction of the employee is a very important issue in terms of psychological and physical health, and efforts to increase job satisfaction by developing employees have been among the priority issues of institutions for many years. Development of talents, knowledge and skills of employees; It will positively affect working life and private life, and will also make employees feel valuable (Telman and Ünsal 2004). According to many researchers, job satisfaction, which is accepted as a dynamic phenomenon, expresses the positive feelings and attitudes of employees towards their jobs (Faragher, Cass and Cooper 2005). It was prepared with the expectation of creating a direct change of thought and behavior on the target audience in controlling education, and its main purpose is to evaluate the approaches and effects of supervisors on individuals.

**Keywords:** Education, Teacher Supervision, Supervision

### INTRODUCTION

Auditing is a scientific field with principles, methods and, most importantly, theoretical basis. The inspector who will conduct the inspection must also have this scientific infrastructure, and must be an expert in his field, that is, he must have the competence to audit. Education is the process of bringing about the desired change in the behavior of the individual through his own life in a planned and programmed manner.

At the beginning of the basic principles of education is the development of the *inherited powers* of the individual through learning. Capabilities allow one to predict the extent to which a person can benefit from education. First of all, it is necessary to know the general and special abilities, weaknesses and strengths of the individual in order to help him choose the branch of education and profession.

An individual's general and special abilities, achievements and interests, body structure, temperament, emotional qualities, basic needs, habits, attitudes and value judgments form the personality of the *individual* as a dynamic whole. With all these qualities, the nature of the interaction of the individual with himself and his environment, as a stimulating system, determines his typical behavior and harmony.

Human *knowledge, power and abilities* are limited. His emergence on the stage of existence is not by his own will and power. He does not choose his parents, race, gender or color himself. It exists and is born with such an identity. In fact, he does not even have the power to accept or reject his existence. The unknowns that he could not solve with the experimental method! These unknowns continue to exist throughout life, as they do at birth.

Since education has an indispensable importance for all nations, it was felt necessary to establish a system for managing and supervising it, and inspection units were established based on this need. The issue of which groups will supervise the education and how the authorities will be limited depends on the decision to be taken by that society. Different answers can be given to the question of who should manage and supervise education, depending on the philosophy and history of that people.

Supervision is a guidance and professional help that can be applied in all areas of education, when needed and desired (Taymaz, 1993, 3). Supervision can be defined as a method of controlling behavior in the name of public interest. With this aspect, auditing is the most used regulatory tool. Because corrective actions are the first condition of ensuring compliance (Bursalıoğlu, 1987, 186). Auditing is the process of determining whether the work done in the organization is in accordance with the determined goals, rules and principles (Aydın, 1993, 1). From this point of view, it is possible to define auditing as developing and controlling the process.

Auditing requires a superior view that can be gained through a professional education (Bursalıoğlu, 1987, 187). When supervisors are not trained consciously about how to do what they are going to do and what to do, they think that they are doing their duty by engaging in routine activities without knowledge and thus lose their helping feature (Gardner, 1980, 2). It is seen as a necessity for the auditors to be professionalized regarding the work they will do before starting their audit duty. Because supervisors are both evaluators, trainers and judges.

In order for supervisors to be evaluators, trainers and judges, they also require a theoretical background, practical equipment, experience and strong skills in the aforementioned subjects. In summary, audit work is not an ordinary job that anyone can do, but should be seen as a job that requires expertise and should be accepted as such.

In addition to informing the individual and providing with professional formation, schools should work as institutions that develop *the personality of the individual, train* and establish contact with history and culture.

*Social values* are the forces that bring the members of the society closer to each other, keep them together and ensure their continuity. Social values reflect the feelings and thoughts of the society. Social values *that protect the qualities that make people human are basically based on moral beliefs and principles*. Respect for moral values such as *goodness, truthfulness, compassion, protection and loyalty* to lofty values are the basic bonds of society.

In all societies, unethical and unlawful acts such as *theft, bribery, lying, slander, and trespassing* are prohibited. Every society has established institutions to protect its own spiritual structure and has developed some mechanisms.

Auditing is an activity that requires acting on a set of principles. Although auditing principles are handled in different ways in different sources, the following form is emphasized in this study. Auditing is an activity with certain goals. The basis of control is democratic leadership. The existing structure and conditions determine the starting point of the audit. Supervision evaluates the educational environment as a whole. The primary problems of the educational environment constitute the starting point of the supervision activity. Auditing is an activity carried out on the basis of sharing responsibilities, cooperation and group approach.

There is a modeled process followed in the audit. Teachers are given the opportunity to express themselves during the supervision process. Continuity is essential in the audit, which is carried out by following a certain sequence. Communication and interaction are important in an audit where a positive human relations approach is followed. Individual differences in auditing, a continuous research tradition and the importance of consensus in success are believed (Hicks, 1969: cited in Aydın, 1993, 14-18). Complying with these stated principles and acting in this direction requires a comprehensive knowledge, skill and attitude.

According to these principles, auditing is not an activity to be performed by a person who is not trained in the field or who is not an expert in the field. Because to behave in accordance with each principle requires serious equipment and experience. The person who will carry out the audit should not act emotionally towards the person being audited for various reasons, should not be influenced by closeness or previous frictions. Because control is a matter of conscience as much as it is administrative. In other words, the supervisor should be free of all emotionality and should be guided by the principles of equality and objectivity when making evaluations (Sabuncuoğlu, 1991, 170). In this context, a special place should be given to human relations in the process of training supervisors. Because the supervisor should know the importance and methods of behaving positively towards the employees and ensuring their trust and understanding.

In the process of training auditors, it is important to gain the competencies required by the job or task. In this context, the training in the training process of the inspectors should be planned as specialization training and this training should cover the duties and basic roles of the inspectors. From this point of view, it is seen that supervisor training is based on three important reasons (Kirkpatrick, 1971; cited in Taymaz, 1973, 50):

- 1- It should be ensured that they get information about the subjects expected from the inspectors.
  - 2- Necessary knowledge, skills and characteristics should be provided for the effective performance of audit activities.
  - 3- Efforts should be made for inspectors to acquire the necessary willingness and habits to be successful.
- These three elements help the auditor to specialize. Being an inspector without providing these is like a doctor who has no experience with cadavers directly going into the operation.

According to Özdemir (2001), auditing, as a sub-system of management, serves the development of institutions, while it is a state duty in terms of public administration, it is seen as an area of expertise in terms of managerial competencies. In this respect, inspectors should receive a good education and be field experts. Because supervisors are educators who help teachers to solve the problems they encounter in their education and training activities, that is, to help the realization of all kinds of educational activities in the school more effectively. For this, inspectors must undergo a comprehensive training program. Because the auditor is no longer a field expert to be trained by trial and error.

Although it is a generally accepted view that inspectors should be put through an effective training formation, it is seen that they are generally trained by trial and error. It is difficult for supervisors trained in this way to adapt to the system, to be useful and to evaluate the system as healthy. These views are similar to the findings of many studies in the literature (Çiçek Sağlam and Demir, 2009; Doğanay, 2006; Dündar, 2005; İnal, 2008; Kavas, 2005; Renker, 2005).

In many developed countries, the fact that the majority of education administrators and teachers have received postgraduate education requires inspectors to receive a better education than administrators and teachers. The fact that the supervisors have received a good education and provided their expertise can increase their power of influence against the administrators and teachers both in the supervisory process and in their individual relations. Thus, depending on the power of influence obtained by the supervisors, it is ensured that they act more effectively and efficiently on the people they supervise and in the environment. If the inspectors see the impressive power they have obtained through training formation as insufficient, then they may prefer to use their authority, and in this case, the inspector and the inspected may come face to face and conflicts may occur. Therefore, before starting the profession, inspectors should receive sufficient pre-service training, have provided expertise, and should reach a sufficient level in terms of field knowledge and experience.

Yıldırım (2006, 723) states that personal and specialist qualifications should be among the qualifications sought in an inspector, and that the education received before being appointed to the profession plays an important role especially in acquiring the qualification of expertise.

According to the findings of Şahin, Çek, and Zeytin (2011, 1191), inspectors find the in-service training courses inadequate and point to "professional inadequacies of the trainers" as the reason for the inadequacy. It is seen that the principles and rules related to professional ethics are applied by unions or associations in all developed countries today. While unions provide some rights to their members, they also expect them to act in accordance with professional ethics.

According to Karagözoğlu (1985, 4), the basic principle accepted in the contemporary understanding of education is that the most effective way of helping and guiding teachers is provided by supervisors. The acceptance of this basic principle is based on the fact that the assistance and guidance activities to be carried out to teachers require a certain expertise and that supervisors are accepted as experts in their fields. For this reason, the professional support to be provided to teachers should be provided in accordance with the developmental supervision approach that will increase the opportunities for cooperation in the teaching and learning process (Treslane, 2008).

## **METHODOLOGY**

### **Population and Sample of the Research**

The universe of the research consists of supervisors and teachers working in the TRNC Famagusta and Nicosia. The sample of the study consists of 65 randomly selected high school teachers and 15 supervisors from the Ministry of National Education.

### **Research Question**

- Is there a difference between direct thought and behavior change on the target group in controlling education?
- Is there a difference between thinking and behavior change in evaluating supervisors' approaches and effects on individuals?

### **Model of the Research**

This research was conducted in the general screening model. General screening models are screening arrangements made on the whole universe or a group to be taken in order to make a general judgment about a universe with many elements. According to Yıldırım and Şimşek (2006), data collection techniques such as observation, interview and document analysis are used in qualitative research, and a process is followed to reveal perceptions and events in a realistic and holistic way in the natural environment. In addition, quantitative research designs provide the researcher with a flexible approach and contribute to the consistency of various stages within a certain focus.

### **Research Group**

The study group of the research consists of 80 teachers working in 15 public schools in the TRNC center of Nicosia, Famagusta, Güzelyurt, Kyrenia in the 2020-2021 academic year. Purposive sampling method was used to determine schools and teachers, as it allows for in-depth research of rich sources of information.

**Data Collection Tools**

The data of the research was obtained with 30 semi-structured questions developed by the researchers. The prepared interview form was examined by 4 faculty members who are experts in their fields, and necessary corrections were made in line with the opinions of the experts. Afterwards, this form was read to 5 teachers and it was determined whether there were questions that they did not understand or that caused confusion. After the necessary corrections, the form has reached the application stage. After the content validity, construct validity and reliability of the questionnaire were ensured, it was used in the literature. Hazırlanan anket 30 sorudan oluşmaktadır. The prepared questionnaire consists of 30 questions. The questionnaires were hand-delivered to the schools and collected by hand. From this point of view, the validity of the form was ensured. The research data were written by taking notes during the interview. The written data were also checked after the individual interviews were completed. Interviews with the participants varied between 10 and 25 minutes. The interview method gives the participants the opportunity to respond according to their own perspectives, and since there are no pre-prepared questions like in the questionnaires, the participants freely explained their thoughts on the subject.

**Table 1. Individuals' Levels of Agreeing with Statements and Scoring Limits**

Scale Involvement Level	Rate	Rate Limits
Strongly disagree	1	1.00 – 1.79
Limited agree	2	1.80 – 2.59
Moderately agree	3	2.60 – 3.39
Agree a lot	4	3.40 – 4.19
Strongly agree	5	4.20 – 5.00

During the data collection through interviews, the participants were allowed to present different and rich ideas, and the opinions of the participants were not limited in any way. In order to ensure the reliability of the research, the findings were presented by coding with direct quotations from the participant's views and by specifying the participant numbers (such as P1, P2).

**Data Analysis**

In the analysis of the data, the records were first examined and the data was written down by sticking to the original. The interview data were coded and then organized according to the themes that emerged.

The opinions expressed by each participant were reviewed two or three times and the accuracy of the statements was confirmed by two researchers. The extracted codes were then reanalyzed and associated with themes (Bogdan & Biklen, 1998; Creswell, 2002). In this study, participant views were presented with the help of a realistic mode (Creswell, 2002; Van Maanen, 1988). In this way, the participants were allowed to freely share their views on the subject, without the researchers playing the role of arbitrator in matters such as what the participants said right or wrong. In order not to spoil the integrity of the opinions of the participants and for the readers to make their own comments, the opinions of the participants were presented by the researchers without abbreviation. The data obtained in the research were examined with qualitative research methods and evaluated with the help of content analysis. While analyzing qualitative data in the research, content analysis based on coding was used. As Yıldırım and Şimşek (2006) stated, during the content analysis of the data within the scope of the research, similar data were brought together within the framework of certain concepts and themes, and these were arranged and interpreted in a way that the reader could understand.

**FINDINGS**

**Table 2 T-Test Results for Independent Groups to Determine Individuals' Opinions by Gender**

Gender	N	X	ss	Sd	T	P
Female	65	64.16	25.22	102	0.04	0.13
Male	15	64	17.59			

As can be seen in Table 2, there is a significant difference between the opinions of teachers regarding the level of influencing behaviors of supervisors, according to their gender ( $t(102)=0.04, p>.05$ ). In other words, there is no significant difference between the opinions of female teachers and male teachers regarding the level of supervisors' influencing behavior.

Table 3 shows the mean and standard deviation results of the supervisors' views on their behavior according to the education level variable.

**Table 3 Opinions of Individuals by Level of Education**

Education	N	X	SS
Undergraduate	15	2.85	0.74
Master's degree	10	2.68	0.72
Teacher Academy	10	2.92	0.62
Doctorate	5	2.71	0.72

As seen in Table 3, it is seen that the average scores of the opinions of the individuals according to their education levels vary between 2.68 and 2.92.

Analysis of variance (One-way) was used to determine whether the observed difference between the opinions of the supervisors regarding the individual's education level variable was significant or not. Analysis results are shown in Table 3.

**Table 4. Variance Analysis of Supervisors' Opinions on Individuals' Education Levels**

Source of Variance	Sum of Squares	Degrees of Freedom	Avarage	"F" Value	Result
Between groups	3.64	2	1.82	3.45	P > 0.05
Within groups	39.37	34	0.52		

When Table 4 is examined, no significant difference was found between the opinions of individuals according to the variable of education level. According to the education level variable, they expressed an opinion as "moderately agree" with the behaviors of all individuals.

**Table 5 Results of One-Way ANOVA Used to Test the Differences of Supervisors in terms of their Opinions on Influencing the Behavior**

Source of Variance	Sum of Squares	Degrees of Freedom	Avarage	"F" Value	Result
Between groups	1424,57	3	372.53	0.55	P > 0.05
Within groups	62613,86	100	568.21		

According to the ANOVA results given in Table 5, the perceptions of primary school teachers according to their branches do not show any difference regarding the level of influencing behaviors of the supervisors ( $F(3-100)=0.55, p > .05$ ). In other words, the opinions of the teachers about the level of influencing behaviors of the supervisors did not show any difference according to the behaviors of the teachers.

## DISCUSSION, CONCLUSION

There is a need for the existence of a set of ethical principles determined by each profession. Educational organizations are institutions in which human behavior plays an extremely important role. The professional ethical principles required for educational supervision are also indispensable and cannot be postponed. It is of great importance that the auditor, who is in intense cooperation and interaction during the audit process, behaves in the most appropriate way to the determined ethical principles.

In order to ensure that educational organizations continue their development in a healthier, more efficient manner and in line with the requirements of the age, primary school supervisors are expected to fully comply with ethical behaviors. In this study, it was concluded that supervisors do not have the desired level of competence in ethical behavior. In particular, it was concluded that the teachers' "notifying the inspection time in advance", "behaving objectively in the evaluations", "trying to get to know and understand the teachers" behaviors of the teachers "participated less" and that these behaviors were at the lowest level compared to other behaviors. It is of great importance for the auditors to show sensitivity in these matters for an effective audit. On the other hand, it was concluded that teachers "very much agree" with the behaviors of "does not wear jewelry that symbolizes their membership in any group", "is clean, neat and orderly", "does not want information about private life". This shows that the inspectors are meticulous in these matters. According to the opinions of the teachers, these three behaviors were shown at the highest level by the supervisors. Other behaviors are expected to be at this level, and this is inevitable for a healthy control.

In general, the common opinions of all supervisors participating in the research on the behavior of the individual were found at the level of 2.71 (moderately agree). This situation shows that the supervisors do not exhibit the desired level of behavior in complying with the principles. The prestige of a profession decreases or increases according to the degree to which all its members act and behave in accordance with the ethical principles and rules determined by the members of that profession. Those who do not comply with these principles and rules are warned, those who insist on not complying are excluded and even prevented from staying in that profession.

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