An Analysis of the Education System in Turkey: Supervision Policies Between the Years 1980 – 2021

Anıl K. Eranıl
Turkey Ministry of National Education, eranilanilkadir@gmail.com

Ali Erkan Barış
Nevsehir Hacıbektaş Veli University, aebaris@gmail.com

An Analysis of the Education System in Turkey: Supervision Policies Between the Years 1980 – 2021

Anıl Kadir Eranıl[1] and Ali Erkan Barış[2]

Abstract

This article intends to delineate the policy of the supervision system, which is a sub-system of the Turkish education system, for the years 1980-2021, through policy analysis. A systematic literature review (SLR) analyzed the research findings of 44 studies. The findings of the study were categorized according to four main themes that Eranıl (2021) pinpointed as the critical periods in the history of the Turkish education system. Critical periods were classified as a post-coup period: (1980-1997), compulsory eight-year education period: (1997-2005), constructivist period: (2005-2012), 4 + 4 + 4 education system period: (2012 and later). The results of the research indicate that the supervision system in Turkey struggled with organizational structuring problems for more than 40 years. It is also revealed that the supervision system does not have a developed philosophy or applicable principles. Due to these issues raised pertaining to supervision processes, supervisor competencies and personnel and analyzed and discussed.

Keywords

Turkish education system; inspection policy; education policy; policy analysis

---

[1]Turkey Ministry of National Education
[2] Nevsehir Hacıbektaş Veli University

Corresponding Author:
Dr. Anıl Kadir Eranıl (School Principal at the Ministry of National Education, Nevsehir, Turkey)
Email: eranilanilkadir@gmail.com

Introduction

Educational policies should not be detached from the cultural values of the relevant countries and needs of the age. Moreover, countries should develop education policies in line with their own culture, values, and needs. To this end, inspection policies have a dominant role for the functional execution of education policies.

Brown et al. (2016) underpinned that the history of supervision dates back to the Ninth Century. At that time, supervision was judgment-oriented and compliance supervision, howbeit the current holds a more regulatory role. Supervision system (SS) in developed countries is carried out in line with contemporary theories, away from compliance supervision. Thence, it is worth examining how supervision is carried out as part of TES (Turkish education system) and what kind of processes it goes through. Altrichter and Kemethofer (2015) accentuate that traditional supervision role in centralized-bureaucratic states is in the middle of a hierarchical line within the central government. In a similar vein, it would be fair to state that supervision in Turkey has a bureaucratic procedure.

It is implied in the line of literature that each student's access to quality education, the desired professional development of teachers and administrators, and schools' offering a quality education and training all depend on the effective and efficient functioning of the inspection system. Cunningham (2019) punctuated regarding school supervision policies that these should be developed according to the policy and framework documentation of the related school. On the flip side, it indeed is highly difficult to manage an education system that is unsupervised or without an adequate supervision mechanism.

The Turkish education system (TES) is managed by the Ministry of National Education (MEB) as part of the central government structure. When the historical process of TES is examined, it is apparent that it can be divided into three main periods in terms of the relevant historical processes. The first can be classified as the period before the republic (before 1923), the second as the period from the republic to the period of change, and the third as the period from the period of change to the present. In the pre-republican education system, there were schools with religious education-oriented colleges and schools whose religious education was not as intense as these. With the establishment of the republic, the school systems that had existed before the republic also underwent radical changes in accordance with the modern age. Since the foundation of the republic, four objectives have been determined in order to move to a novel education system in line with the requirements of the age. These are the unification of education in a single structure, the organization of education, the development of education quality and the dissemination of education. The entire education system was left to the management of the Ministry of National Education with the Law of Unification of Education, which came into force only one year after the establishment of the republic. Similarly, with the alphabet reform in 1928, the Turkish alphabet was replaced by the Arabic alphabet (Topçu, 2007).

It is understood that the education in the pre-republican period was generally structured in the form of formal education together with religious education. However, after the republic, a transition to a democratic and secular education system was made. After the Republic, a law school in 1925, an agriculture institute in 1926, a fine arts academy in 1928, a community

centers operating in fields such as literature, history, sports, library, and museum were established in 1932. In addition, Istanbul University, the first university of the republic, was established in 1933 and the village institutes, established in 1940 to make up for the shortage of teachers, all played an important role in increasing schooling rates and in raising awareness of the people of different fields.

It is emphasized that TES has a large systemic structure. According to the MEB 2020 *"İdare Faaliyet Raporu-(Administration Activity Report)"* (MEB, 2021a), 41,139 teachers were appointed for the first time, 13,389 teachers were retired, and the Ministry of National Education had a total of 1,055,723 personnel then. It was also recorded that 8,243 investigations and 4,757 examinations were carried out in one year. 1,483 institutions and schools were inspected in one year. These indicate that TES has a large and multi-layered nested structure, a situation which makes it necessary for it to have a strong control system and control policies that feed this system.

When laws are looked into in general, it is inferred that the supervision/inspection at TES comprises difficult and comprehensive duties. A sufficient number of chief inspectors, inspectors and assistant inspectors must be appointed in order to fulfill the said duties (Resmi Gazete, 2021). In terms of controlling and developing the system, it is apparent that the processes that the SS has undergone since the 1980s and the latest situation in TES guide the production of the education policy.

Literature Review

The education policies developed and implemented in the field by governments have an important effect on the ambidextrous development of their own countries. Educational policies do have a strategic role, especially in the creation of a society owning social awareness and welfare. One can argue that the life of each student is shaped by a (well-formed) education policy. Moreover, the strategic aspect of education policy acts also as a development tool of a developed economy. According to Bell and Stevenson (2006), education policies are amongst the pivotal items on the agendas of governments around the world.

As is the case with supervision policy, it is deemed important to fully understand the related chronicle of all policies. It is also necessary to analyze the past products, philosophy, connections, and all the other parameters of the policy well. Understanding the history of supervision policy provides a better understanding of the present and creates an established path to the future. Howbeit, the field of educational supervision is insufficient to document events in history (Gordon, 2020). More research is needed in this context in order to illuminate the future of instructional supervision, which connects the trio of research, practice, and policy (Mette, 2019).

The supervision described in this study is considered to be within the scope of instructional supervision because it is a collaborative and participatory supervision model that prioritizes guidance. Ponticell et al. (2019) also explain instructional supervision, which is a sub-theme of instructional leadership, as a collaborative, non-judgmental developmental process that prioritizes dialogue in instructional practices. Instructional supervision associated with teaching,

curriculum, and professional development, which is considered to improve the quality of teaching and student learning, is illustrated in Figure 1 (Glanz, 2022).

Figure 1. The tripod view of instructional quality in a school

```
                          ┌──────────┐
                          │ Teaching │
                          └──────────┘
                              /\
                             /  \
                            /    \
                           /      \
                          /        \
                         /          \
           Instructional Supervision that
              Supports Student Learning
                      /                  \
     ┌────────────┐  /                    \  ┌──────────────┐
     │ Curriculum │ /                      \ │ Professional │
     └────────────┘                          │ Development  │
                                             └──────────────┘
```
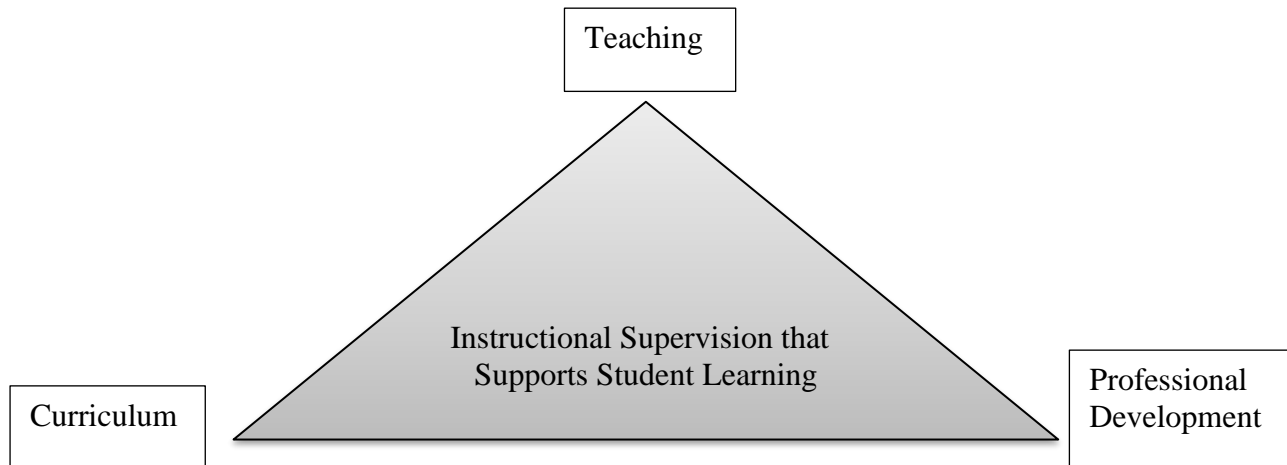
According to Figure 1, it is understood that the quality of teaching has increased with the latest and applicable practices pertaining to professional development. In addition to this, student learning can be realized effectively with the current skills in the curriculum with teaching. Instructional supervision is seen as a functional tool that connects these three parameters as well.

According to Segerholm and Hult (2018), school supervisions are vital to manage education across Europe and also mediate education/inspection policy. It can then be put forth that the supervision policy (SP) has an effect on education policies' developing a functional role. In particular, having an unsupervised or poorly supervised system primarily risks the child's best interests. On top of these, teachers and administrators 'have their own way' whilst executing what their job entails. Obiweluozor, Momoh, and Ogbonnaya (2013) highlighted that supervision is the ability of the supervisor to guide, advise, renew, encourage, and develop and direct the supervision to cooperation in order to be successful in the supervision, which hints at the fact that supervision assures the parties reach an agreement on the expected outcomes rather than doing 'whatever they wish'.

Supervision of schools comes to the fore vis-à-vis the effectiveness and quality of educational services, particularly towards the benefit of students. In a similar fashion, supervision serves both to solve the existing problems and to improve the education system. According to Kemethofer, Gustafsson, and Altrichter (2017), school supervisors in a fair number of education systems are important both for maintaining the quality of schools and for making improvements. There exist differences between countries in this regard though. These differences occur on account of the cultural values of the countries, their needs in line with the era and human resources. Ehren et al. (2015), uttered that supervising schools aims to increase and maintain quality in schools; therefore, it is also a part of central quality management. In addition, Brown et al. (2016) italicized that, many countries around the world accept education systems as the promoter of economic competitiveness, and thereupon school inspections have been included in the

practicum. Examinations such as PISA and TIMSS, through which education systems are compared, have led to the development of SS.

Contrary to the benefits of the above-mentioned supervision, it is a matter of debate how effective supervisions are to development of schools. In the study of Kemethofer et al. (2017), it is stated that effective results could not be achieved in studies on school supervisions, and it is concluded that these have moderate-to-little influence on school development and school effectiveness in Austria and Sweden. De Wolf and Janssens (2007) announced that, it is controversial whether supervisions have an effective role in improving the quality of schools as well. Even if the teachers and administrators believe in the importance of the indicators revealed as a result of the supervisions, parents do not take these indicators into consideration when choosing a school. All these point to the question as to how supervision policies are developed. In accordance with the needs of the countries' own education systems, the SS emerged with the contemporary theories should have a positive impact on students, teachers, and school administrators.

The effects of the supervision on the supervisee also attract the attention of the researchers in the field. Ouston et al. (1997) underlined that one of the negative outcomes of supervision is the distrust of the accuracy of the inspectors' decisions. In addition to this, insecurity creates stress and demoralization in institutions. Perryman (2007), declared that teachers experience stress in a supervised school, and being under constant discipline rises fear, anger, and discomfort. In the study of De Wolf and Janssens (2007), it is concluded that 80% of teachers and school administrators are satisfied with school supervision, yet negative effects of supervision were reported, particularly respecting stress. That said, empirical studies on the negative effects of supervision are not sufficient and the findings are not consistent. Contrary to the aforementioned points, research results of Dobbelaer et al. (2013) unearthed that qualified feedback provided by qualified/trained supervisors supports the professional development of teachers.

It is difficult to claim whether the supervision is successful or not in directly increasing the quality of an education system. Gaertner and Pant (2011) stressed that, school inspection is an essential element in improving the quality of the school, nevertheless, comprehensive studies on how well inspections achieve are not yet sufficient. Ehren et al. (2013) pointed out that school supervision is used by most European education systems as an important medium to control and improve the quality of schools but dwelled on that there are few studies on how school inspections affect school development.

Policy Analysis and the Context of the Research

Scheuric (1994) describes policy analysis as a term that discloses how issues are placed on the policy agenda. Delving into how policies are framed in certain ways, such as economic, social, or cultural, is useful for policy analysis as in so doing provides policymakers with insights into the formulation of policy analysis content (Taylor, 1997). As has been pronounced by Cardno (2018), policy analysis provides information about policy documents to both researchers and policy makers to understand education policies. It can be deduced that it is difficult to apply policy analysis especially in social sciences. According to Dryzek (1982), social sciences fail in policy analysis due to insensitivity to context. The lack of contextual disconnection and the use

of an analytical framework for policy analysis are beneficial. Weaver-Hightower (2008), acknowledged that education policy can be efficiently conceptualized through an ecology metaphor. In this way, every policy exists within a complex system that reflects various international, national, regional, and local dynamics.

In this study, the SP of TES was analyzed. In order to be able to construct the research in an analytical framework, the management model of the Turkish education system was taken as a reference (Eranıl, 2021) through ecological systems theory. The fifth layer of the ecological systems theory, which consists of five layers, expresses the chronosystem. Chronosystem is a description of the development or flow of external systems over time, and chronosystem models express a short or long period (Bronfenbrenner 1979).

In TES, the change period, which is the third of the three periods mentioned above, is also divided into four different critical periods. In this respect, Eranıl (2021) posit that examining the general view of TES in the chronosystem layer explains how TES goes through in the time axis and how important events and developments in TES affect and change TES. This study also focused on the last 40 years of TES's supervision policies. Four critical events stand out in the history of TES. These are: i) 1980 coup and its effects, ii) 8-year compulsory education in 1997, iii) preference of constructivist approach in 2005-2006 academic year and iv) transition to 4+4+4 education system in 2012-2013 academic year.

Post-Coup Period: (1980-1997): The 1982 constitution, which was created after the coup in 1980 and is still in force, brought differences to many issues with education. With this constitution, it was stated that no one could be deprived of education, and that it would be made under the supervision and control of the state in accordance with the principles of modern science and education. It was also punctuated that primary education would be compulsory for everyone, and public schools would be free (Anayasa, 1982). Contemporary science and education principles gain importance with this constitution too. Arguably, these principles are generally compatible with the education systems in developed countries. That said, the fact that elective religion courses became compulsory with the 1982 constitution comprises a contradiction related to the secularization process (Çelenk, 2008). Further, the higher education institution (YÖK) was established in 1981. This institution is also criticized for not allowing universities to have a say in certain issues due to its emphasis on a centralized structure (Sallan Gül and Gül, 2014).

Compulsory Eight-Year Education Period: (1997-2005): Until 1997, primary school education (grades 1-5) was compulsory, but after 1997, secondary education (grades 6-8) became compulsory. Even though there are financial problems even in the five-year compulsory education and it is thought that there will be greater financial difficulties in the eight-year compulsory education (Kıran, 2000), it should be underlined that it is an important step taken for the creation of the modern education system. During the eight-year compulsory education period, imam-hatip secondary schools providing mainly religious education were closed and only imam-hatip high schools continued their education life.

Constructivist Period: (2005-2012): With the constructivist approach that came into effect as of the 2005-2006 academic year, a new program has been started to be implemented in primary

education (Arslan, 2007). With this program, it is aimed to use new methods and techniques suitable for student learning, which keeps the student passive in the classroom and puts the student in the center from the teacher-centered education approach (Karadağ et al.2008).

4 + 4 + 4 Education System Period: (2012 and later): It is seen that high schools (grades 9-12) are included in compulsory education in this period. In addition, primary school was reduced from five to four years, and in secondary school it was increased from 3 to 4 years. The year of starting primary school has been moved one year earlier. Imam Hatip schools, which were previously closed, were reopened in this period.

The documents explored in the present research were categorized according to the mentioned classification and the SP of TES was analyzed. The research endeavors to seek an answer to the question "*How has the supervision policies undergone a transformation process according to the four critical periods affecting TES from 1980 to the present?*".

Method

Literature reviews are conducted for various reasons such as presenting general information about a subject or describing the historical development of a subject (Krainovich-Miller, 2006). In this frame of reference, the model of this research was created with a systematic literature review (SLR). Due to its technical features, SLR differs from traditional literature review. In this context, the SLR should have a clearly articulated research question, some criteria for inclusion and exclusion of studies, a comprehensive search, an explanation of why excluded studies were not included, and methodological rigor in the analysis of data and presentation of findings (Aromataris, E., & Pearson, et al. 2014). According to Arksey and O'Malley (2005), SLR consists of five stages. These are i) determining the research question, ii) identifying relevant studies, iii) study selection, iv) creating data graphs, v) compiling and reporting the results. In this research, the study was designed by considering the five stages created by Arksey and O'Malley (2005) for SLR.

Determining the Research Question

In this study, the transformation process of the supervision policies of the Turkish education system from 1980 to the present is investigated. The year 1980 is a milestone for Turkey in every respect, because the military coup in 1980 deeply affected all of Turkey's structures, including the education system. For this reason, the 1980 coup and aftermath were examined as the starting point in this research.

Eranıl (2021) investigated TES in the context of Bronfenbrenner's ecological systems theory. The chronosystem layer of ecological systems theory expresses time and change. In this direction, Eranıl (2021) states that TES has gone through four main breaking periods in the 42 years from 1980 to the present. These are: i) 1980 coup and its effects, ii) 8-year compulsory education in 1997, iii) preference of constructivist approach in 2005-2006 academic year and iv) transition to 4+4+4 education system in 2012-2013 academic year. Therefore, these four periods were taken as reference in the creation of the data, analysis, and findings of this study. In each period, it was wondered what the supervision policies of TES looked like and as a result, what

kind of transformation process it went through. In this context, *"How has the supervision policies undergone a transformation process according to the four critical periods affecting TES from 1980 to the present?"* the question is the one on which the research focuses.

Identifying Relevant Studies

Studies on the control of TES were searched. In this context, a wide field survey was carried out. The data collection keywords were *"SS, Turkish SS, supervision, supervisor, education supervision"*. Research was conducted by Turkish and English databases *Proquest, Scopus, Tr Index, Google Academic, ERIC, EBSCOhost, dissertation, ScienceDirect.*

Study Selection

In the studies on the supervision system of TES, a total of 182 studies were reached without any elimination. These studies were examined and screened according to three criteria.

- Supervision studies that deal with the general framework or a special structure of the TES;
- Findings belonging to the supervision structure, which is a sub-system of the education system, which has been subjected to a study; and,
- The study type i.e., manuscripts is the criteria deployed in the selection of the documents included in the research.

118 studies that did not meet these three conditions were not included in the study, and 64 studies remained that met the criteria for analysis. These studies were subjected to one more elimination process. After that, studies that do not directly handle the supervision structure of the education system were eliminated. The remaining 44 studies were used in the analysis. Information about the documents used in the analysis of the research is presented in Annex 1. According to Annex 1, 44 documents were analyzed in the study.

Data Analysis

So as to be able to ensure data reliability and validity, both researchers independently coded 44 studies. During the coding process, each study was evaluated in the period it was in. In addition, the findings of the studies were focused on. Expressed and prominent results of the findings of each study were coded independently by the researchers. Later, the researchers compared the codes together and agreed on the meanings and themes of the codes.

It is witnessed that the oldest of the documents that meet the criteria of the research belongs to the year 1987 and the most recent one belongs to 2021. A total of 178 codes were carried out. The distribution of 178 codes according to the periods is as follows:

1. 1980 coup and its effects (45 codes)
2. 8-year compulsory education in 1997 (22 codes)
3. preference of constructivist approach in 2005-2006 academic year (78 codes)
4. transition to 4+4+4 education system in 2012-2013 academic year (33 codes)

At least one and at most 18 codes were made on a document. To increase the reliability the coding processes were repeated at different times in a two-month time period. The year the documents were published and the year the research was carried out were evaluated together. In this context, the year in which the research was carried out was taken as a reference in placing the documents in the relevant classification. The classification of the documents into four categories was based on the classification of Eranıl (2021).

As a result of the research, figures expressing the graphics and code-sub-theme distributions of each of the four periods were reached. In the analysis of the data, the studies were first placed in the periods they belonged to. Each analysis was evaluated within its own period. The analysis focused on the supervision findings and results of studies that met the relevant criteria. Descriptive analysis technique was used. As a result of reading the documents more than once, it was decided to adopt the unit of analysis as "word". The coding process started with the analysis of the data. Afterwards, codes, sub-themes and themes were discovered. First, the codes and then the themes emerged. Thereupon, an inductive process was followed. MAXQDA software was resorted to with a view to analyzing and controlling the data and a file with the extension ".mx18" was created.

The Role of Researchers and Ethics

According to Creswell and Creswell (2017), the researcher has a critical role in qualitative research. Qualitative researchers collect data themselves by examining documents, observing behavior, or interviewing participants, but the quality of information collection and interpretation depends on the researcher's competence. In this study, the researchers carried out all the research on the relevant documents, especially the collection of data, selection, and analysis according to the relevant criteria. The research was carried out with the permission of the ethics committee of Nevşehir Hacıbektaş Veli University Scientific Research and Publication Ethics Committee, where the research does not pose an ethical problem.
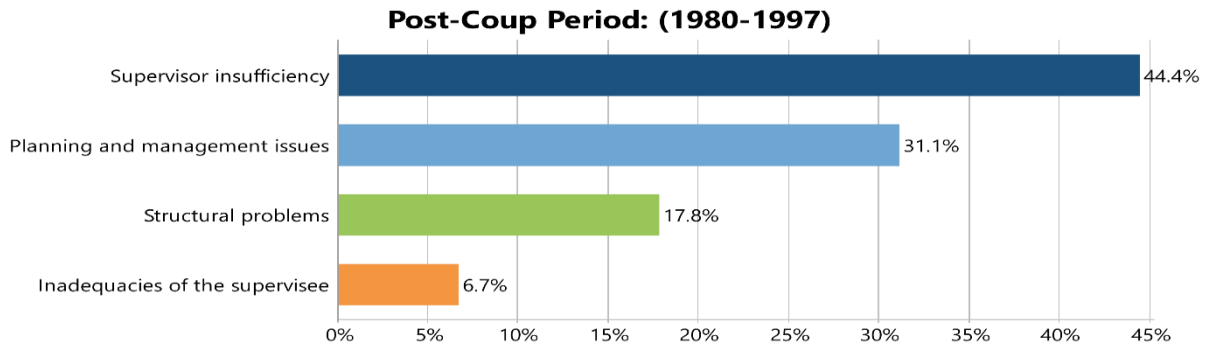
Findings

Below, the findings of the research are presented according to the four categories mentioned above.

Post-Coup Period: (1980-1997)
Four sub-themes emerged in the post-coup control policies of TES. The coding frequencies of the sub-themes are presented in Figure 1 below.

Figure 2. Percentages of sub-themes in the post-coup period

Percentage distributions of 45 codes as to sub-themes are presented in Figure 2. According to Figure 2, in the post-coup period, "supervisor insufficiency" in the SS manifested in the coding frequency. Afterwards, respectively, "planning and management issues", "structural problems" and "inadequacies of supervisee" are included. The distribution of sub-themes and their codes is presented in Figure 3 below.

Figure 3. Post-coup sub-theme and code distributions
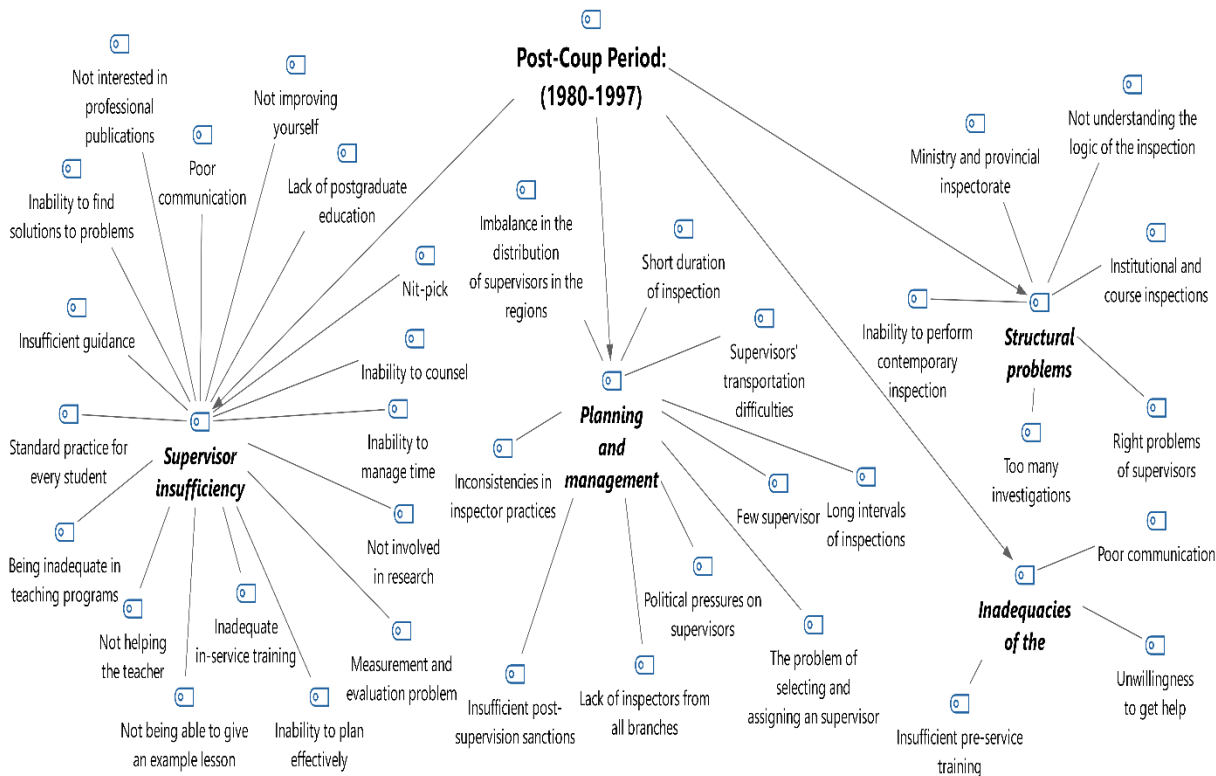
It is seen through Figure 3, that there are supervisor insufficiencies in the post-coup period. It can be elucidated that supervisors' insufficiencies are gathered around compliance supervision. It is presumed that the supervisors are in fault-seeking training, do not provide sufficient guidance,

and show standard approaches by ignoring student differences. Addedly, it is discovered that they are not willing to take part in professional development, and they cannot provide practicality in producing solutions.

It is discerned that TES has planning, management and structural problems originating from itself. According to these findings, it can be propounded that problems such as few supervisors, lack of branch-oriented supervision, the separation of the ministry and the provincial inspectorate create a duality in the SS. In practice, it can be contended that due to the fact that supervisors also conduct supervisions against their own criteria, inconsistencies in the supervision also occur. It has also been found out that both the teachers and the administrators supervised have some inadequacies. In particular, their pre-vocational training is not considered sufficient. In the supervision processes, the supervisees are reluctant to be guided and they hold communication weaknesses.
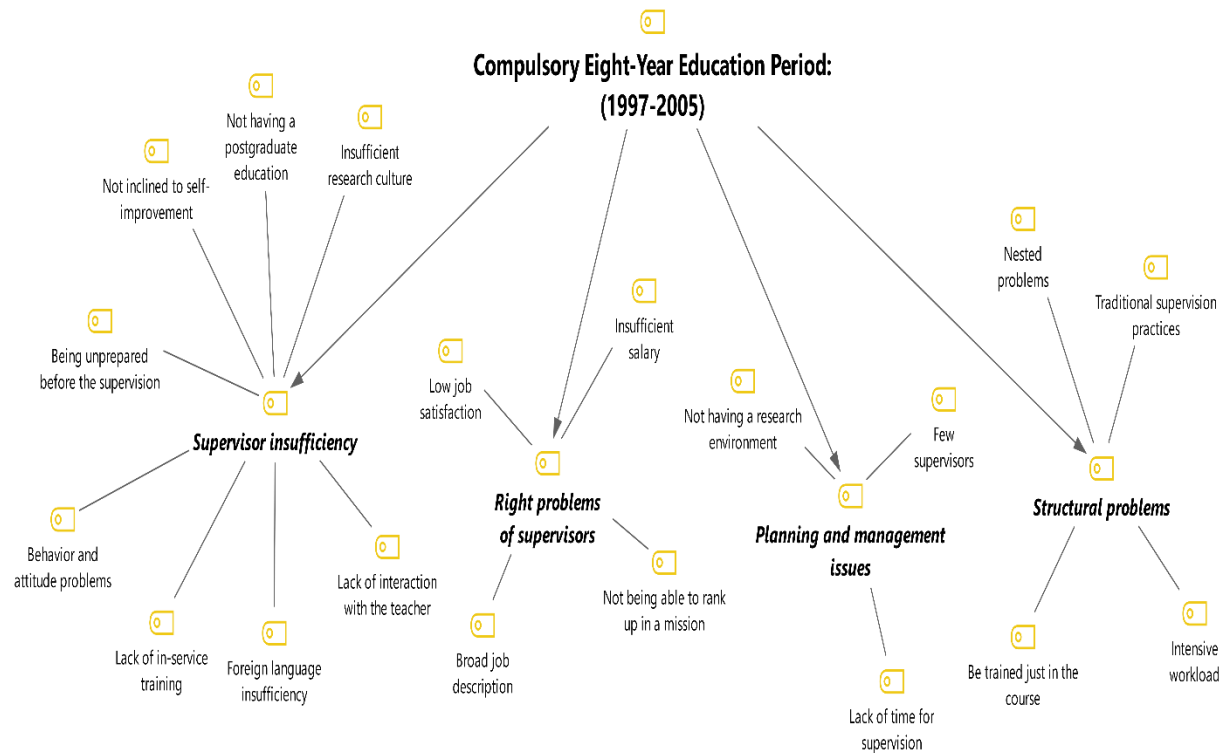
Compulsory Eight-Year Education Period: (1997-2005)

Four sub-themes emerged in the supervision policies of TES during the eight-year compulsory education period. The coding frequencies of the sub-themes are presented in Figure 4.

Figure 4. Percentages of sub-themes in eight-year compulsory education period
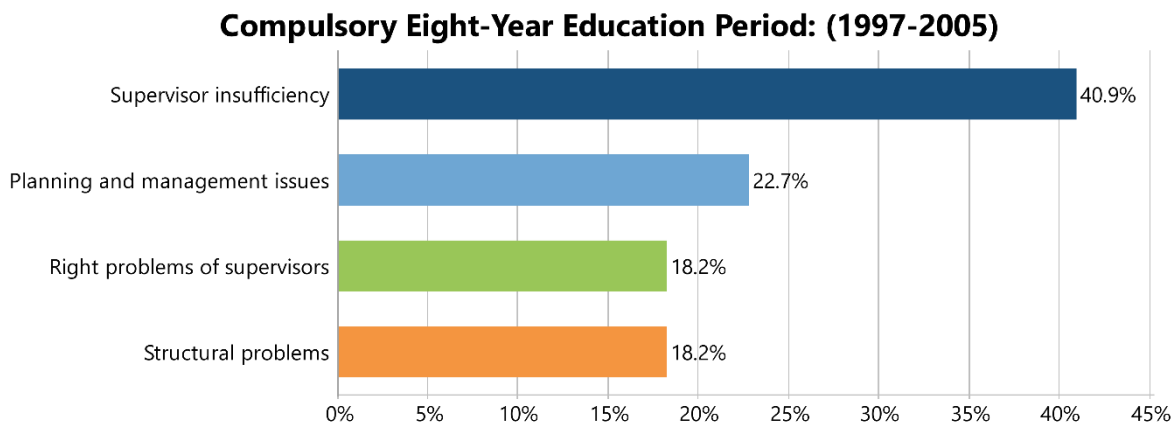
A total of 22 codes were conducted in the Compulsory Eight-Year Education Period. Percentage distributions of the codings in question in relation to sub-themes are presented in Figure 4. According to Figure 4 it is seen that "supervisor insufficiency" comes to the fore in the SS during the eight-year compulsory education period. It is concluded that respectively there are "planning and management issues", "right problems of supervisors" and "structural problems". The distribution of sub-themes and their codes is presented in Figure 5 below.

Figure 5. Distribution of sub-themes and codes for the eight-year compulsory education period

According to Figure 5, it is clear that there are inadequacies of supervisors during the eight-year compulsory education period. Inadequacy of in-service training of supervisors emerges as a systemic deficiency. It is realized that the supervisors' lack of foreign language, not being prepared enough for the supervision, not being able to convey information to teachers, not being willing to improve themselves, and behavioral problems result from professional inadequacy. There are also planning, management and structural problems. It is adduced that there is not enough time to supervising and traditional supervising practices are used.

Constructivist Period: (2005-2012)

Seven sub-themes emerged in the supervision policies of TES's constructivist period. The coding frequencies of the sub-themes are presented in Figure 6 below.

Figure 6. Percentages of sub-themes in constructive period
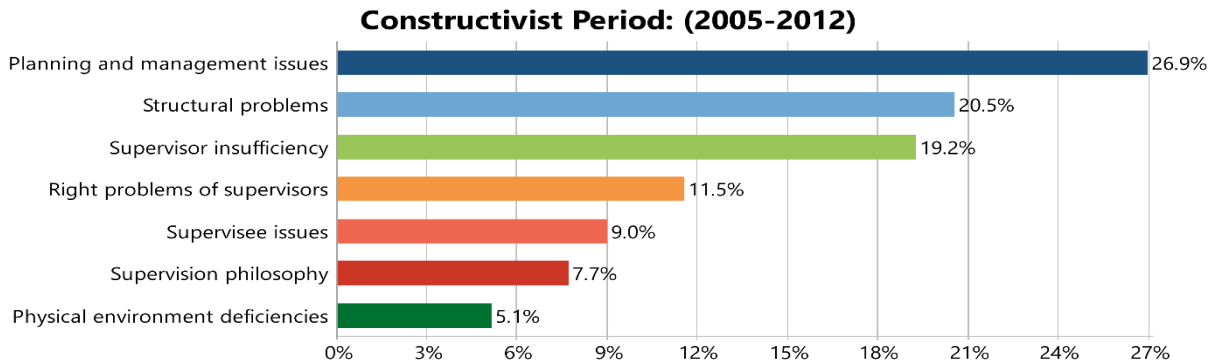
A total of 78 codes were carried out during the Constructivist period. Percentage distributions of these 78 codes according to sub-themes are presented in Figure 6. According to Figure 6, "planning and management issues" stand out in the SS in the constructivist period. "Structural problems", "supervisor insufficiency", "right problems of supervisors", "supervisee issues", "supervision philosophy" and "physical environment deficiencies" are listed respectively in Figure 7 below.

Figure 7. Constructivist education period sub-theme and code distributions
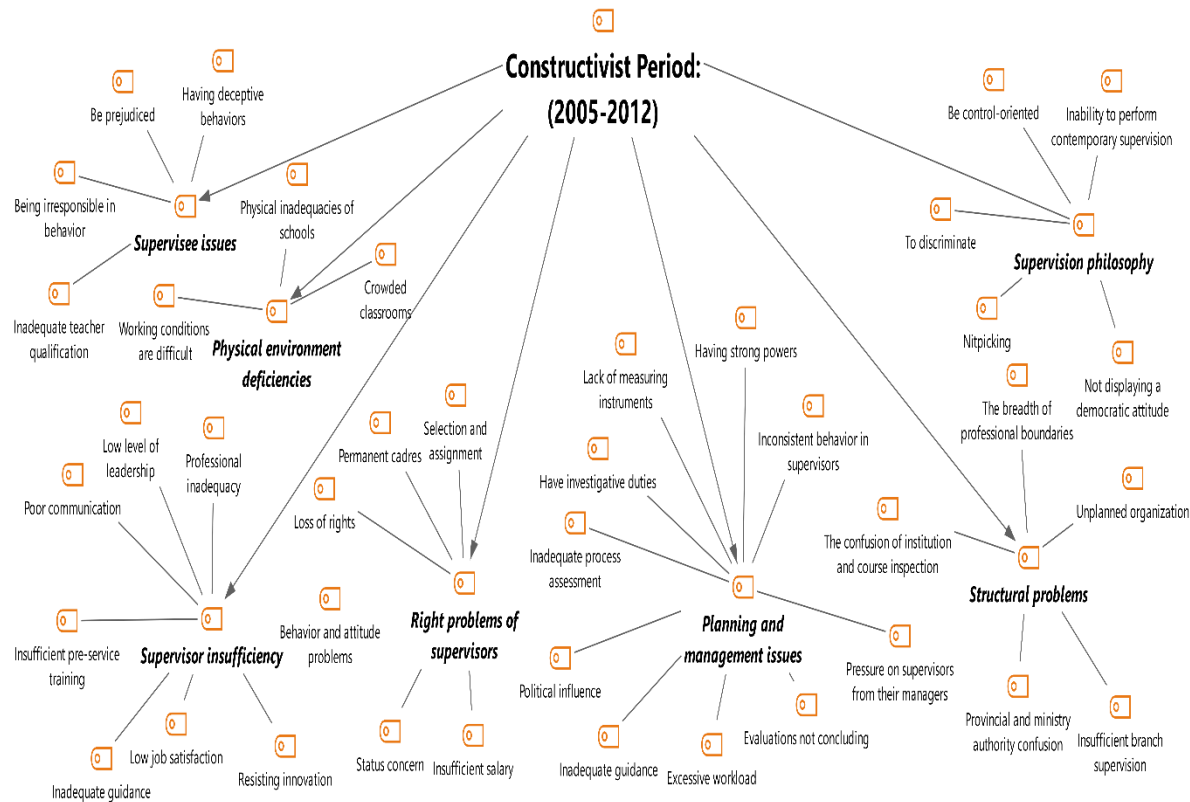
According to Figure 7, it is clear that there are supervisor inadequacies in the constructivist approach period. It stands out that the inadequacies are mostly due to professional inadequacies

and personal skills. It has been determined that the supervisors are resistant to innovations, their leadership levels are not sufficient, their communication skills are insufficient, and there are behavioral problems. It is also perceived that the supervisors have right problems. It is confirmed that there are problems arising from selection, assignment, relocation, status, and promotion. Planning, management, and structural problems also arose. It turns out that there are pressures on supervisors from higher authorities, especially political influences. Their workload is also high, and there are insufficient in guiding. It is understood that there are problems in the organizational structure.

The distinction between ministry and provincial supervisor also causes conflicts in the SS. Above all, supervisors have investigative duties, leading to an expansion of job descriptions. It is accepted that there are inconsistencies among the supervisors and that effective process cannot be performed. Physical environments are insufficient for both the supervisors and the supervisee. Especially crowded classrooms and physical equipment inadequacies of schools negatively affect supervision. It can be communicated that a contemporary supervision philosophy has not yet been fully accepted. A classical supervision focused on finding fault, being away from democratic attitudes and control is applied. The supervisees are also prejudiced against the supervisor and exhibit deceptive behaviors. It is conceived that the qualification of the teacher is not sufficient in general.

4 + 4 + 4 Education System Period: (2012 and later)

In TES, three sub-themes solidified in the supervision policies of the 4 + 4 + 4 education system period. The coding frequencies of the sub-themes are presented in Figure 8 below.

Figure 8. Percentages of sub-themes in 4 + 4 + 4 education system period
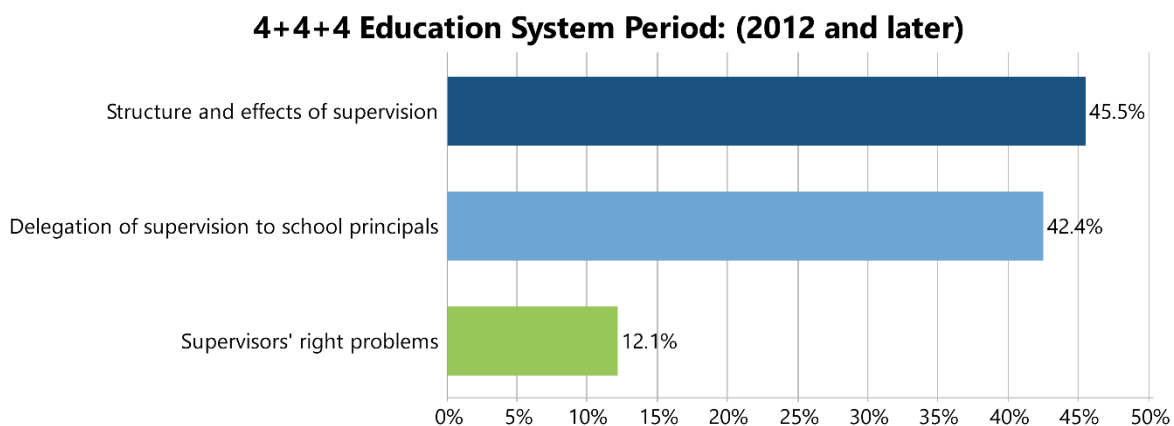
In the 4 + 4 + 4 education system period, a total of 78 codings were performed. Percentage distributions of 78 codes according to sub-themes are presented in Figure 8. As is evident from Figure 8, "structure and effects of supervision" stands out in the SS in the 4+4+4 education system. "Delegation of supervision to school principals" and "supervisors' right problems" are also included, respectively. The distribution of sub-themes and their codes is presented in Figure 9 below.

Figure 9. Sub-themes and code distributions in the 4 + 4 + 4 education system period
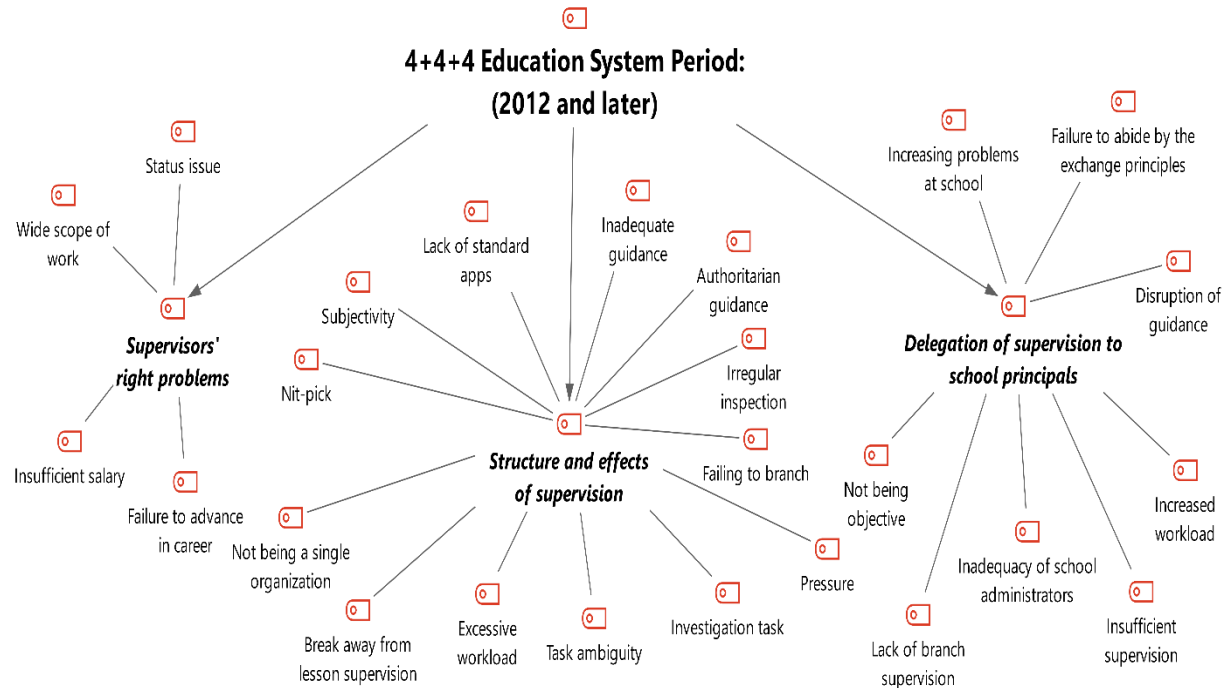
As can be seen in Figure 9, supervisors experience problems such as not being able to pursue a career, receiving insufficient salary and uncertainties in their status. Apart from these, after the transition to the 4 + 4 + 4 education system, the SS underwent a radical change. Course supervision was taken from the supervisors and transferred to the school principals. Ministry and provincial supervisors were also combined in a single structure, but the change brought problems with it. It is comprehended that notably school administrators are not sufficient in supervision, they cannot be involved in objective practices, hinder guidance services, and their workload increases. What is more, it is obvious that all these changes are made without taking notice of the principles of change. It has been reckoned that there are subjective practices, non-standard behaviors are exhibited, guidance is not sufficient, and fault-finding-oriented supervisors are carried out in the supervisions made by the school principal or the supervisor.

Discussion

In this study, the last 40 years of the supervision system, which is a sub-system of the Turkish education system, were investigated. This discussion section is examined separately to the findings. The first period, the Post-Coup Period (1980-1997), is given below.

Post-Coup Period: (1980-1997): It is noteworthy that the supervision system has structural problems in the Post-Coup Period. It is also recorded that this problem has existed in previous years and innovation experiments have been made since the Ottoman period, (Çetin, 2020). Kayıkçı (2005) insisted that the perceptions of ministry supervisors with respect to both structural problems and job satisfaction are at an unstable level and determined that primary education supervisors have high perceptions of structural problems and low perceptions of job

satisfaction. Durnalı and Limon (2018) mentioned that the general structure of the SS, the hierarchical structure, the roles in the organization, the duties and titles assigned to the roles have changed in TES but noted that the changes affects the organizational culture and climate of the SS.

In this respect, supervisors are trained without modern supervision approaches and an effective supervision cannot be performed. According to Uludüz (1996), supervisors are also insufficient in classroom guidance. There is a flaw-seeking supervision approach, and supervisors are inadequate in providing guidance. Gökçe (1994) and Yavuz (1995) also italicize that it is not suitable for contemporary supervising approaches. Supervisors perceive themselves as competent and are reluctant to receive training in this sense. Terzi (1996) also highlights that supervisors lack the opportunities for professional development. It should be stressed that supervisors have an authoritarian stance on teachers. and that supervisors cannot guide the school principal or teachers (Yıldırım, 1996), the supervision is mostly based on fear, and the supervision is insufficient to achieve its purpose. It is crystal clear that the number of supervisors is especially low (Özdemir, 1990). No standard application exists in supervision processes. As attested by Barış and Baskan (2020), supervision standards identified for each region should be established by taking into consideration the variables, to wit, the culture of the people of the region, education level, education statistics, population density, regional development, socio-economic development level, geographical location, and thereby plans should be designated toward increasing supervision efficiency.

Compulsory Eight-Year Education Period: (1997-2005): The problems that existed in the previous period continue in a similar fashion. Problems arising from the personal rights of the supervisors started to emerge in this period. This situation can be interpreted as the supervisors' realization of a lack of personal rights. In particular, their lack of salary, lack of promotion and having a wide job description are the main personal problems they experience. It can be said that these situations reduce the job satisfaction levels of supervisors (Kayıkçı, 2004). It should also be noted that, as in the previous period, structural problems and, as a reflection of this, problems related to supervisor inadequacies continue to increase. Çelikten et al. (2019), in their research on the organizational structure of TES, concluded that excessively formalized rules and procedures had to be stretched from time to time due to its human-centered structure. It can be brought forward that systemic changes cannot be realized in all components of the system to the same effect. Thusly, adaptation problems arise in the system, and it becomes difficult for the changes to move forward to attain their intended goals. It is figured out that the authoritarian supervision based on control continued in this period. Özdemir et al. (2017) expressed that the majority of the participants in their research were not supervised and some of them were not done at an adequately. Uçar (2012) enunciated that supervisors do not consider school conditions and conduct inspections with objective criteria, and their time is insufficient in process inspection practices. Supervisors do not have a specific promotion status too. The problems experienced in personnel rights also pave the way for the materialization of problems of varying sort like low job satisfaction, inefficiency, and unwillingness to train themselves.

Constructivist Period: (2005-2012): It is witnessed that the problems mentioned in both periods before the said era continued and even increased. It is obvious that the problems could not be solved in a radical way, moreover, the purpose, function and basic philosophy of the supervision

system have not yet settled into a certain systematic. Kocabaş and Yirci (2011) concluded that there are problems arising from the organizational structure of the SS and the physical inadequacies of the schools. It is then understood that there is the inadequacy of supervisors in the period. In addition to the said inadequacies, it is revealed that they have low leadership skills, have communication problems with teachers and administrators, and are closed to change. It can be stated at this point that the number of supervisors is insufficient, their workload is high, and both the supervisors and the supervision system cannot adequately adopt the modern approach. Memduhoğlu (2012) voiced that there is no contemporary supervision, the supervision is control-oriented, there is a need for a structural change in supervising, and that there are fundamental problems.

4 + 4 + 4 Education System Period: (2012 and later): It is understood that the problems that existed in the three periods before this period still continue. Nevertheless, with the 4 + 4 + 4 Education System Period, it is clear that the supervision was actually abolished while it was expected that the problems of the supervision system would be resolved and that it would attain a modern and functional structure. In other words, the supervisory authority is carried out by school administrators, not by supervisors outside the school, as before. It should be underlined here that this decision has no rational or scientific basis. Şahin and Avan (2020) accentuate that taking the authority of the inspectors in the provincial organization means the termination of the education supervision. Aslanargun and Göksoy (2013) also pronounce that having the supervision done by school principals instead of inspectors locally has disadvantages in terms of expertise. In this case, the role and responsibility of school administrators are limited to the supervision of teaching only. The inadequacy of school administrators in supervision and their supervision of their own schools resulted in the deterioration of the school climate and the transformation of the school administrator into an even more authoritarian leader. It is observed that the inspections carried out by the school administrator are subjective and insufficient in providing guidance.

Gül (2017) brought attention to that education supervisors do not accept the transfer of supervision to school principals positively and school principals cannot carry out objective supervisions, their workload are on the increase, and they are sufficient in providing guidance. Demir and Tok (2016) pointed up that there should be supervision in the professional development of teachers, but the authority of course supervision delegated to school administrators create chaos in the school. Altunay (2020) made a point that teachers do not accept school administrators' course supervision positively. Şahin and Avan (2020) indicated that school guidance services are interrupted, school principals' involvement in investigation tasks creates conflict between teachers and administrators, and changes made in the SS do not comply with change management principles.

Neyişci et al.(2020) affirmed that the problem of violence in education is forefront in TES, and respectively enlisted the problems as education policies, professional problems, inequality of opportunity, higher education problems, curricula and not respecting personal preferences. Kara (2020) asserted that there are 42 main problems in TES. Frequent changes in the system, lack of qualified teachers, insufficient family support, political interventions, ignoring personal characteristics, crowded classrooms, insufficient professional development of teachers and 12-year compulsory education are the most frequently observed problems. Abu et al.(2016) called

attention to that children's interests and talents are not discovered and maintained at TES starting from the lower levels, enriched activities are not sufficient, and the number of teachers who are not retired is high. Besides, the student who does not receive pre-school education has various readiness problems, there are also problems at teacher assignments. Yeşil and Şahan (2015) also underscored that the problems in TES stem from the curriculum and education approach. It has been determined by Çetin et al. (2018) that the examination system, teacher qualification, lack of equipment and resources in TES, the method-technique used in teaching, frequent system, and curriculum changes are major problems of the education system. Most of the problems mentioned above can be solved with an effective SP of TES. Specifically, the subjects such as the functionality of curricula and increasing the quality of teachers and administrators have a dominant role in warranting student access to quality education.

Conclusion

It is witnessed that the SS, which is a sub-system of TES, has been experiencing structural problems since 1980. It can then be proposed that it does not have clear goals and a philosophy, in the organization, job description and distribution, training of supervisors, supervision of educational institutions, teachers and administrators, and post-supervision practices for the most part. It should be accented that the problems have been on a similar axis for the last 40 years. These problems are the inadequacies of the supervisor, the personal rights of the supervisors, the inadequacies of the supervised, the structuring of the SS. Aside from these, it is articulated that the changes made in the education system have not been made adequately for the SS.

The intertwined problems arising from the systemic structure are also visible in the SS in the process. System-based supervision problems have come to a point that is difficult to solve over the years, and TES has gone through a radical change as a solution. Thus, TES delegated course supervision and certain investigation tasks to school principals. It can be foregrounded that TES, which entails being supervised, has brought new problems to the system with the decision in question. Especially the inadequacy of school administrators in regard to supervision and the doubts in their qualified appointment damage relations, as well as the climate in the school. Most of the solution offerings to the problems of TES shed light to an effective supervision structure. On that account, the following suggestions can be made for the SS, which is a sub-system of the Turkish education system:

- Establishing a sustainable supervision model derived from a holistic philosophical structure suitable for Turkish culture and systemic structure within the framework of contemporary supervision theories,
- Supervision by experts in the field,
- Appointing a sufficient number of supervisors per teacher/manager,
- Supervisions' serving to protect the student's best interests and their feedback is functional and ensuring a sanction at the end of the supervision.

Appendix

Period	Sequence	Author & Year	Research	Number of codes
	1.	Ersan, 1987	Eğitim denetiminde öğretmen faktörü	1
Between 1980-1997	2.	Yalçınkaya, 1992	Ortaöğretim kurumlarında ders denetimi araştırması	9
	3.	Gökçe, 1994	Eğitimde denetimin amaç ve ilkeleri	2
	4.	Burgaz, 1995	İlköğretim Kurumlarının Denetiminde Yeterince Yerine Getirilmediği Görülen Bazı Denetim Rolleri ve Nedenleri	18
	5.	Başar, 1996	Eğitim Denetiminde Eylem Zaman Planlaması ve Uygulaması	1
Between 1997-2005	6.	Arabacı, 1999	MEB Teftiş Politikaları	5
	7.	Köklü, Büyüköztürk ve Çokluk, 1999	İlköğretim Müfettişlerinin Araştırma Yeterlikleri ve Araştırma Eğitimine İlişkin Görüşler	7
	8.	Memişoğlu, 2004	İlköğretim Müfettişlerinin Denetimsel Davranışlarına İlişkin Öğretmen Görüşleri	1
	9.	Sarpkaya, 2004	İlköğretim Denetmenlerinin Denetim Sürecinde Karşılaştıkları Sorunlar	15
	10.	Kayıkçı, 2005	Millî Eğitim Bakanlığı Müfettişlerinin Denetim Sisteminin Yapısal Sorunlarına İlişkin Algıları ve İş Doyum Düzeyleri	4
Between 2005-2012	11.	Yılmaz, Taşdan ve Oğuz, 2009	Supervision Beliefs of Primary School Supervisors in Turkey	1
	12.	Yılmaz, 2009	Okul Müdürlerinin Denetim Görevi	4
	13.	Arabacı, 2010	Yeniden Yapılanma Sürecinde Eğitimin Denetimi ve Kaotik Durum: Yeni Bir Model Önerisi	8
	14.	Özdemir, Boydak-Özan, Akgün, 2010	Denetlenenlerin Rehberlik / Teftiş Sürecinde Memnun Oldukları / Olmadıkları Hususlar	5
	15.	Gökçe, 2010	Öğretmen ve Öğrencilerin Gösterdikleri Davranışların Kaliteli Eğitim Açısından Değerlendirilmesi (Denetçi Görüşleri)	1
	16.	Aypay, 2010	Denetici Profiline İlişkin Sorunlar	3
	17.	Şahin ve Çek, Zeytin, 2011	Eğitim Müfettişlerinin Mesleki Memnuniyet ve Memnuniyetsizlikleri	7
	18.	Demirkasımoğlu, 2011	Türk Eğitim Sisteminde Bir Alt Sistem Olan Denetim Sisteminin Seçilmiş Bazı Ülkelerin Denetim Sistemleri ile Karşılaştırılması	2
	19.	Köroğlu ve Oğuz, 2011	Eğitim Müfettişlerinin Rehberlik Rollerine Yönelik Öğretmen, Yönetici ve Eğitim Müfettişi Görüşleri	1
	20.	Yıldırım, Beycioğlu, Uğurlu ve Sincar, 2012	Eğitim Müfettişlerinin Görev Alanları Açısından Karşılaştıkları Sorunlar	9
	21.	Arabacı, 2012	İl Eğitim Denetmenlerinin Sorunları	10
	22.	Kocabaş ve Yirci, 2012	Denetmen Algılarına Göre Denetimde Yaşanan Sorunlar	10

23.	Memduhoğlu ve Zengin, 2012	Çağdaş Eğitim Denetimi Modeli Olarak Öğretimsel Denetimin Türk Eğitim Sisteminde Uygulanabilirliği	4
24.	Memduhoğlu, 2012	Öğretmen, Yönetici, Denetmen ve Öğretim Üyelerinin Görüşlerine Göre Türkiye'de Eğitim Denetimi Sorunsalı	9
25.	Özdemir, Boyak-Özan ve Boydak, 2012	MEB Teşkilat Yasası'nda Yapılan Değişikliklerin İl Eğitim Denetmen ve Yardımcılarına Olan Yansımaları	4
26.	Rezzan, 2012	İlköğretim Okullarında Görev Yapan Öğretmenlerin Sınıflarındaki Denetim Uygulamalarına İlişkin Görüşleri	4
27.	Aslanargun ve Göksoy, 2013	Öğretmen Denetimini Kim Yapmalıdır?	1
28.	Karakuş ve Yasan, 2013	Denetmen ve Öğretmen Algılarına Göre İl Eğitim Denetmenlerinin Yeterlikleri	1
29.	Kılıç, Aslanargun ve Arseven, 2013	Eğitim Denetmenlerinin Rehberlik, Denetim, İnceleme ve Soruşturma Görevlerine Yönelik Bir Olgubilim Araştırması	2
30.	Canlı ve Demirtaş, 2015	Eğitim Denetmenlerinin Mesleklerine Yönelik Görüşleri ve Beklentileri	6
31.	Gündüz, 2016	Öğretmenlerin Denetimlere İlişkin Görüşleri: Müfettişler Mi? Okul Müdürleri Mi?	1
32.	Ergen ve Eşiyok, 2017	Okul Müdürlerinin Ders Denetimi Yapmasına İlişkin Öğretmen Görüşleri	1
33.	Gül, 2017	Maarif Müfettişleri Başkanlıklarının Kaldırılmasıyla İlgili Müfettiş Görüşleri	2
34.	Bozak, 2017	Maarif Müfettişlerinin Denetim Sistemi Hakkında Yapılan Yasal Düzenlemelere ve Müfettişlik Mesleğine İlişkin Görüşler	1
35.	Durnalı ve Limon, 2018	Çağdaş Türk Eğitim Denetimi Sistemi (Değişimler ve Yasal Dayanakları)	1
36.	Boydak-Özan ve Nanto, 2018	Okul Yöneticilerinin Gözünden Geçmişten Günümüze Denetim	3
37.	Kayıkçı, Özdemir ve Özyıldırım, 2018	Denetim Anlayışı ve Uygulamalarındaki Değişimler Hakkında Okul Müdürlerinin Görüşleri	1
38.	Koşar, Buran, 2019	Okul Müdürlerinin Ders Denetim Faaliyetlerinin Öğretimsel Liderlik Bağlamında İncelenmesi	1
39.	Koçak ve Memişoğlu, 2019	Okul Müdürlerinin Denetiminin Öğretmenlerin Mesleki Gelişimine Etkisi	2
40.	Birel ve Erçek, 2019	Okul Müdürlerinin Ders Denetimine İlişkin Görüşleri	2
41.	Şahin ve Avan, 2020	Değişim Yönetimi Bağlamında Türk Eğitim Denetim Sistemindeki Değişimlere İlişkin Maarif Müfettişlerinin Görüşleri	2
42.	Altunay, 2020	Okul Müdürlerinin Ders Denetimlerine İlişkin Müdür ve Öğretmen Görüşleri	4
43.	Tosun ve Ordu, 2020	Okul Yöneticilerine Göre Değişen Denetim Uygulamaları: Karşılaştırmalı Bir Analiz	1
44.	Kel ve Akın, 2021	Değişim Sürecindeki Eğitim Denetimi: Müfettişler, Okul Yöneticileri ve Öğretmenlerin Görüşleri	1

Post 2012

References

Abu, N. K., Bacanak, A., & Gökdere, M. (2016). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşlerinin incelenmesi. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, *5*(1), 287-307.

Altrichter, H., & Kemethofer, D. (2015). Does accountability pressure through school inspections promote school improvement? *School effectiveness and school improvement*, *26*(1), 32-56.

Altunay,E.(2020). Okul yöneticilerinin ders denetimlerine ilişkin yönetici ve öğretmen görüşleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, *55,* 95-127.

Arabacı, İ. (1999). MEB Teftiş Politikaları. *Eğitim Yönetimi Dergisi. Güz,* 545-576.

Arabacı, İ. B. (2010). Yeniden yapılanma sürecinde eğitimin denetimi ve kaotik durum yeni bir model önerisi. *Milli Eğitim Dergisi*, *40*(187), 311-327.

Arabacı, İ. B. (2012). İl Eğitim Denetmenlerinin Sorunları. *Electronic Journal of Education Sciences*, *1*(1),1-14.

Arslan, M. (2007). Eğitimde yapılandırmacı yaklaşımlar. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 40*(1), 41-61.

Aslanargun, E., & Göksoy, S. (2013). Öğretmen Denetimini Kim Yapmalıdır? *Uşak Üniversitesi Sosyal Bilimler Dergisi*, *6*(Özel Sayısı), 98-121.

Aypay, A. (2010). Denetici profiline ilişkin sorunlar. *Türk Eğitim Bilimleri Dergisi*, *8*(3), 593-622.

Aromataris, E., & Pearson, A. (2014). The systematic review: An overview. *AJN The American Journal of Nursing*, *114*(3), 53-58.

Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology, 8*(1), 19-32. https://doi.org/10.1080/1364557032000119616

Barış, A. E. & Atanur Baskan, G. (2020). Adaptation of internal audit system to supervisory system in the provincial directorate of national education and a model proposal. *Pegem Eğitim ve Öğretim Dergisi, 10*(1), 103-146.

Başar, H. (1996). Eğitim denetiminde eylem-zaman planlaması ve uygulaması. *Kuram ve Uygulamada Eğitim Yönetimi*, *4*(2), 493-498.

Bell, L., & Stevenson, H. (2006). *Education policy: Process, themes and impact*. Routledge.

Birel, F. K., & Erçek, M. K. (2019). Okul müdürlerinin ders denetimine ilişkin görüşleri. *Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama*, *2*(3), 169-177.

Boydak-Özan, M., & Nanto, Z. (2018). Okul yöneticilerinin gözünden geçmişten günümüze denetim. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi*, *4*(2), 19-37.

Bozak, A. (2017). Maarif müfettişlerinin denetim sistemi hakkında yapılan yasal düzenlemelere ve müfettişlik mesleğine ilişkin görüşleri. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *14*(38), 90-110.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiment by nature and design.* MA Harvard University Press

Brown, M., McNamara, G., O'Hara, J. and O'Brien, S. (2016). Exploring the changing face of School Inspections *Eurasian Journal of Educational Research*, 66 1-26

Burgaz, B. (1995). İlköğretim kurumlarının denetiminde yeterince yerine getirilmediği görülen bazı denetim rolleri ve nedenleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *11*,127-134.

Canlı, S., & Demirtaş, H. (2015). Eğitim denetmenlerinin mesleklerine yönelik görüşleri ve beklentileri. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, *25,* 93-118.

Cardno, C. (2018). Policy document analysis: A practical educational leadership tool and a qualitative re-search method. *Kuram ve Uygulamada Eğitim Yönetimi, 24*(4), 623-640.

Çelenk, S. (2008). Türk eğitim tarihinde lâikleme süreci. *İlköğretim Online, 7*(2), 368-375.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.Cunningham, C. (2019). An investigation into school inspection policies in Western Australian state education performed by the Expert Review Group. *Educational Research for Policy and Practice*, *18*(1), 39-58.

Çelikten, M., Ayyıldız, K., & Çelikten, Y. Y. (2019). Türk eğitim sisteminin örgüt yapısı: Denetim ve merkezileşme. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, *13*(19), 2847-2866.Çetin (2020). *Türk eğitim sisteminde denetim alt sisteminin analizi ve bir model önerisi.* Yayımlanmamış doktora tezi. Eğitim Bilimleri Enstitüsü, İnönü Üniversitesi.

Çetin, H., Yazar, M. I., Aydin, S. & Yazıcı, N. (2018). İlköğretim matematik öğretmen adaylarının Türk eğitim sistemi sorunlarına ilişkin görüşleri ve çözüm önerileri. *Akdeniz Eğitim Araştırmaları Dergisi, 12*(25), 117-135.

de Wolf, I. F., & Janssens, F. J. (2007). Effects and side effects of inspections and accountability in education: an overview of empirical studies. *Oxford Review of education*, *33*(3), 379-396.

Demir, M., & Tok, T. N. (2016). Lisansüstü öğrenci görüşlerine göre eğitim denetimi. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, *6*(2), 102-125.

Demirkasımoğlu, N. (2011). Türk Eğitim Sistemi'nde bir alt sistem olan denetim sisteminin seçilmiş bazı ülkelerin denetim sistemleri ile karşılaştırılması. *Bolu Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *2*(23), 23-48.

Dobbelaer, M. J., Prins, F. J., & van Dongen, D. (2013). The impact of feedback training for inspectors. *European Journal of Training and Development*.

Dryzek, J. (1982). Policy analysis as a hermeneutic activity. *Policy sciences*, *14*(4), 309-329.

Durnalı, M., & Limon, İ. (2018). Çağdaş Türk eğitim denetimi sistemi (değişimler ve yasal dayanakları). *Kastamonu Eğitim Dergisi*, *26*(2), 413-425.

Ehren M. C., J.E. Gustafsson , H. Altrichter , G. Skedsmo , D. Kemethofer & S.G. Huber (2015) Comparing effects and side effects of different school inspection systems across Europe, Comparative Education, 51:3, 375-400

Ehren, M. C., Altrichter, H., McNamara, G., & O'Hara, J. (2013). Impact of school inspections on improvement of schools—describing assumptions on causal mechanisms in six European countries. *Educational Assessment, Evaluation and Accountability*, *25*(1), 3-43.

Eranıl, A. K. (2021). Eğitim yönetimi modelinin ekolojik sistemler kuramı bağlamında geliştirilmesi. Yayımlanmamış doktora tezi. Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü.

Ergen, H., & Eşiyok, İ. (2017). Okul müdürlerinin ders denetimi yapmasına ilişkin öğretmen görüşleri. *Çağdaş Yönetim Bilimleri Dergisi*, *3*(1), 2-19.

Ersan, N. (1987). Eğitim denetiminde öğretmen faktörü. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, *2*(1), 103-108.

Gaertner, H., & Pant, H. A. (2011). How valid are school inspections? Problems and strategies for validating processes and results. *Studies in educational evaluation*, *37*(2-3), 85-93.

Glanz, J. (2022). Personal reflections on supervision as instructional leadership: from whence it came and to where shall it go? *Journal of Educational Supervision, 4*(3), 66-81. https://doi.org/10.31045/jes.4.3.5

Gordon, S.P. (2020). Lessons from the past: ideas from supervision books published lessons from the past: Ideas from supervision books published. *Journal of Educational Supervision 3*(2), 51-82.

Gökçe, F. (1994). Eğitimde denetimin amaç ve ilkeleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *10*, 73-78.

Gökçe, F. (1994). *Bağımsız ortaokullar ile ilköğretim okulları II. kademesinde denetim amaçlarının gerçekleşmesi ve denetim ilkelerine uyulması konusunda denetçi ve öğretmen görüşleri.* Yayınlanmamış yükseklisans tezi. Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Gökçe, F. (2010). Öğretmen ve öğrencilerin gösterdikleri davranışların kaliteli eğitim açısından değerlendirilmesi (denetçi görüşleri). *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, *23*(2), 415-432.

Gül., İ. (2017). Maarif müfettişi başkanlıklarının kaldırılmasıyla ilgili müfettiş görüşleri. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, *2*(ERTE Özel Sayısı), 23-38.

Gündüz, Y. (2016). Öğretmenlerin denetimlere ilişkin görüşleri: Müfettişler mi? Okul müdürleri mi. Eds. Ö. Demirel & S. Dinçer. In. *Eğitim bilimlerinde yenilikler ve nitelik arayışı. Ss. (810-822).* Pegem Akademik Yayıncılık.

Kara, M. (2020). Eğitim paydaşlarının görüşleri doğrultusunda Türk eğitim sisteminin sorunları. *Kırşehir Eğitim Fakültesi Dergisi*, *21*(3), 1650-1694.

Karadağ, E., Deniz, S., Korkmaz, T. ve Deniz, G. (2008). Yapılandırmacı öğrenme yaklaşımı: Sınıf öğretmenleri görüşleri kapsamında bir araştırma. *Eğitim Fakültesi Dergisi 21*(2), 383-402.

Karakuş, M. & Yasan, T., (2013). Denetmen ve öğretmen algılarına göre il eğitim denetmenlerinin yeterlikleri. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, *21*, 1-19.

Kayıkçı, K. (2004). *Milli Eğitim Bakanlığı denetmenlerinin denetim alt sisteminin yapısal sorunlarınaailişkin algılar ve iş doyum düzeyleri.* Yayınlanmamış doktora tezi. Dokuz Eylül Üniversitesi, Eğitim Bilimler Enstitüsü, İzmir.

Kayıkçı, K. (2005). Millî Eğitim Bakanlığı müfettişlerinin denetim sisteminin yapısal sorunlarına ilişkin algıları ve iş doyum düzeyleri. *Kuram ve Uygulamada Eğitim Yönetimi*, *44*, 507-527.

Kayıkçı, K., Özdemir, İ., & Özyıldırım, G. (2018). Denetim anlayışı ve uygulamalarındaki değişimler hakkında okul müdürlerinin görüşleri. *İlköğretim Online*, *17*(4),2170-2187.

Kel, M. A., & Akın, U. (2021). Değişim sürecindeki eğitim denetimi: Müfettişler, okul yöneticileri ve öğretmenlerin görüşleri. *Türk Eğitim Bilimleri Dergisi*, *19*(1), 219-243.

Kemethofer, D., Gustafsson, J. E., & Altrichter, H. (2017). Comparing effects of school inspections in Sweden and Austria. *Educational Assessment, Evaluation and Accountability*, *29*(4), 319-337.

Kılıç, A., Aslanargun, E., & Arseven, Z. (2013). Eğitim denetmenlerinin rehberlik, denetim, inceleme ve soruşturma görevlerine yönelik bir olgubilim araştırması. *Milli Eğitim Dergisi*, *43*(197), 5-24.

Kıran, H. (2000). Sekiz yıllık zorunlu eğitim uygulamasında karşılaşılan sorunlar. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 7*(7), 80-83.

Kocabaş, İ., & Yirci, R. (2011). Denetmen algılarına göre denetimde yaşanan sorunlar. 3. *Uluslararası Eğitim denetimi Kongresi, Bildiri Kitabı, Ankara: Tüm Eğitimciler ve Eğitim Müfettişleri Sendikası Yayını*.

Koçak, S., & Memişoğlu, S. P. (2020). Okul müdürlerinin denetiminin öğretmenlerin mesleki gelişimine etkisi. *Kastamonu Eğitim Dergisi*, *28*(2), 806-819.

Koşar, S., & Buran, K. (2019). Okul müdürlerinin ders denetim faaliyetlerinin öğretimsel liderlik bağlamında incelenmesi. *Eğitimde Nitel Araştırmalar Dergisi*, *7*(3), 1232-1265.

Köklü, N., Büyüköztürk, Ş., & Çokluk, Ö. (1999). İlköğretim müfettişlerinin araştırma yeterlikleri ve araştırma eğitimine ilişkin görüşler. *Kuram ve Uygulamada Eğitim Yönetimi*, *19*(19), 325-339.

Köroğlu, H., & Oğuz, E. (2011). Eğitim müfettişlerinin rehberlik rollerine yönelik öğretmen, yönetici ve eğitim müfettişi görüşleri. *Eğitim Bilimleri Araştırmaları Dergisi*, *1*(2), 9-25.

Krainovich-Miller B. (2006). Literature review. In: LoBiondo-Wood G, Haber J, (Eds). *Nursing research: Methods and critical appraisal for evidence-based practice*. 6th ed. Mosby Elsevier.

MEB (2021a). 2020 İdare Faaliyet Raporu. Erişim adresi: http://sgb.meb.gov.tr/meb_iys_dosyalar/2021_03/03134336_2020_YYlY_Ydare_Faaliyet_Raporu.pdf

MEB (2021b). Erişim adresi: http://tkb.meb.gov.tr/

Memduhoğlu, H. B. (2012). Öğretmen, yönetici, denetmen ve öğretim üyelerinin görüşlerine göre Türkiye'de eğitim denetimi sorunsalı. *Kuram ve Uygulamada Eğitim Bilimleri*, *12*(1), 135-156.

Memduhoğlu, H. B., & Zengin, M. (2012). Çağdaş eğitim denetimi modeli olarak öğretimsel denetimin Türk eğitim sisteminde uygulanabilirliği. *Journal of Theoretical Educational Science/Kuramsal Eğitimbilim Dergisi*, *5*(1),131-142.

Memişoğlu, S. P. (2004). İlköğretim müfettişlerinin denetimsel davranışlarına ilişkin öğretmen görüşleri. *Eğitim ve Bilim*, *29*(131),30-39.

Mette, I. M. (2019). The state of supervision discourse communities: A call for the future of supervision to shed its mask. *Journal of educational supervision, 2*(2), 1-10. https://doi.org/https://doi.org/10.31045/jes.2.2.1

Neyişci, N., Turabik, T., Gün, F., & Kısa, N. (2020). Öğretmen adaylarının perspektifinden türk eğitim sisteminin sorunları ve olası çözüm önerileri. *Kastamonu Eğitim Dergisi*, *28*(6), 2257-2270.

Obiweluozor, N., Momoh, U., & Ogbonnaya, N. O. (2013). Supervision and inspection for effective primary education in Nigeria: Strategies for improvement. *Academic Research International*, *4*(4), 586.Ouston, J., Fidler, B., & Earley, P. (1997). What do schools do after OFSTED school inspections-or before?. *School Leadership & Management*, *17*(1), 95-104.

Özdemir, A. (1990). Ortaöğretim kurumlarında öğretim. Yayınlanmamış doktora tezi. Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Özdemir, T. Y., Boydak-Özan, B. M., & Akgün, M. (2011). Denetlenenlerin rehberlik/teftiş sürecinde memnun oldukları/olmadıkları hususlar. *III. Uluslararası Katılımlı Eğitim Denetimi Kongresi, 22-24 Haziran 2011*, 506-518.

Özdemir, T. Y., Boydak-Özan, M., & Akgün, M. (2017). Öğretmen görüşleriyle değerler eğitimi odaklı eğitim denetimi. *Bartın Üniversitesi Eğitim Araştırmaları Dergisi*, *1*(1), 35-52.

Özdemir, T. Y., Özan, M. B., & Akgün, M. (2012). MEB Teşkilat Yasası'nda yapılan değişikliklerin il eğitim denetmen ve yardımcılarına olan yansımaları. *Bitlis Eren Üniversitesi Sosyal Bilimler Dergisi*, *1*(1), 84-94.Perryman, J. (2007). Inspection and emotion. *Cambridge journal of education*, *37*(2), 173-190.

Ponticell, J. A., Zepeda, S. J., Lanoue, P. D., Haines, J. G., Jimenez, A. M., & Ata, A. (2019). Observation, feedback, and reflection. *The Wiley Handbook of Educational Supervision*, 249-279.

Resmi Gazete, (2021). Mevzuat bilgi sistemi Erişim adresi: https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=9862&MevzuatTur=7&MevzuatTertip=5

Sallan Gül, S. & Gül, H. (2014). Türkiye'de yükseköğretimin gelişimi, güncel durumu ve eleştirisi. *Toplum ve Demokrasi 8*(17-18), 51-66.

Sarpkaya, R. (2004). İlköğretim denetmenlerinin denetim süresince karşılaştıkları sorunlar. *Süleyman Demirel Üniversitesi Burdur Eğitim Fakültesi Dergisi*, *5*(8), 114-129.

Scheurich, J. (1994) Policy archeology: A new policy studies methodology, *Journal of Education Policy, 9*(4), 297-316.

Segerholm, C., & Hult, A. (2018). Learning from and reacting to school inspection–two Swedish Case Narratives. *Scandinavian Journal of Educational Research*, *62*(1), 125-139.

Şahin, S. Çek, F. & Zeytin, N. (2011). Eğitim müfettişlerinin mesleki memnuniyet ve memnuniyetsizlikleri. *Kuram ve Uygulamada Eğitim Yönetimi*, *17*(2), 221-246.

Şahin, S., & Avan, Y. (2020). Değişim yönetimi bağlamında: Türk eğitim denetim sistemindeki değişimlere ilişkin maarif müfettişlerinin görüşleri. *Çağdaş Yönetim Bilimleri Dergisi*, *7*(1), 110-122.

Taylor, S. (1997) Critical policy analysis: Exploring contexts, texts and consequences, Discourse: *Studies in the Cultural Politics of Education, 18*(1), 23-35,

Terzi, A. R. (1996). İlköğretim müfettişlerinin teftiş sorunları. Yayınlanmamış yükseklisans tezi. Gazi Üniversitesi, Eğitim Bilimler Enstitüsü, Ankara.

Topçu, Filiz (2007). *Türk eğitim sisteminin tarihsel gelişimi ile yabancı okullarının bu istem üzerindeki etkileri.* Yayınlanmamış yüksek lisans tezi. Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Tosun, A., & Ordu, A. (2020). Okul Yöneticilerine göre değişen denetim uygulamaları: Karşılaştırmalı bir analiz. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *48,* 303-320.

Uçar, R. (2012). İlköğretim okullarında görev yapan öğretmenlerin sınıflarındaki denetim uygulamalarına ilişkin görüşleri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *3*(2), 82-96.

Uludüz, S. (1996). *İlköğretim kurumlarında sınıf içi etkinliklerin denetiminde müfettiş davranışları.* Yayınlanmamış yükseklisans tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Weaver-Hightower, M. B. (2008). An ecology metaphor for educational policy analysis: A call to complexity. *Educational Researcher*, *37*(3), 153-167.

Yalçınkaya, M. (1993). Ortaöğretim kurumlarında ders denetimi araştırması. *Eğitim ve Bilim*, *17*(88), 30-38.

Yavuz, Y. (1995). *Öğretmenlerin denetim etkinliklerini klinik denetim ilkeleri açısından değerlendirilmesi.* Yayınlanmamış yükseklisans tezi. Dokuz Eylül Üniversitesi, sosyal Bilimler Enstitüsü.

Yeşil, R., & Şahan, E. (2015). Öğretmen adaylarının Türk eğitim sisteminin en önemli sorun, neden ve çözüm yollarına ilişkin algıları. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, *16*(3), 123-143.

Yıldırım, B. (1996). *Halk eğitimde denetim etkililiği*. Abant İzzet Baysal Üniversitesi, Sosyal Bilimler Enstitüsü, Bolu.

Yıldırım, C. Beycioğlu, K., Uğurlu, C. T., & Sincar, M. (2012). Eğitim müfettişlerinin görev alanları açısından karşılaştıkları sorunlar. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, *13*(1), 1-21.

Yılmaz, K. (2009). Okul müdürlerinin denetim görevi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, *10*(1), 19-35.

Yılmaz, K., Taşdan, M., & Oğuz, E. (2009). Supervision beliefs of primary school supervisors in Turkey. *Educational Studies*, *35*(1), 9-20.

Author Biography

Anıl Kadir Eranıl is a school principal at the Turkish Ministry of National Education. His research interests include educational supervision, education policies, education systems and education administration. Dr. Eranıl's most recent text is *Relationship between School Principals' Ethical Leadership Behaviours and Positive Climate Practices*.

Ali Erkan Barış is internal auditor at Nevşehir Hacı Bektaş Veli University. His teaching and research interests include educational supervision, professional development, organization and policy development. Dr. Barış' s most recent text is *Supervision of Education* (2022) coauthored with Anıl K. Eranıl.