The thoughts of school principals about the effects of educational supervisors on training of teachers in terms of professions

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Abstract

This research has been conducted in order to find out what school principals think about the effects of provincial educational supervisors when they are officiating their duty on the training of teachers in terms of profession. The principals that work in all primary and secondary schools of Beylikdüzü district in the 2012-2013 school year form the universe of the research. All principals that form the universe are included in the research and further sample is not used. Five point likert scale that is adapted to Istanbul sample by researchers and developed by Gökalp (2010) is used in order to collect data. %74.81 of the applied scale provided feedback. When the results that are derived from the statistical comments of the data that are derived with the scale are examined, it’s seen that the school principals participated in the propositions of the survey with a degree of 3.47 with the level of ‘high’ as (X). It’s seen that the least participation is to the ‘post-supervision interview with the teacher in teacher training’ with an arithmetic average as (X) with a degree of 2.72 with a level of ‘medium’. When the fact that post-supervision supervisor sharing of their views will make a major contribution to the development of teachers in professional training and development is taken into consideration these interviews should be definitely conducted.

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1. Main text

Constantly changing World and state conditions, developments that take place in education science and increasing expectations from school principals, application of education process with a scientific view require managers to handle the human resources management process, notably decision making, in an effective and collaborative way (Demir, 2007).

Adoption of education philosophy in an organization totally, featuring the person, emplacement of corporational quality awareness by featuring quality and efficiency in services are among the most important tasks of upper management. (Bostingl, 2000; Kavragofoilu, 1996). Humankind perceive itself as weak and inadequate against autocratical governments that conflict with its distinctive nature and cannot become integrated to organizational purposes for being unable to being involved in the production process with its actual emotion and thought. We are encountered by this problem also in the supervision of workers that cannot become integrated to organizational purposes and as an obstacle to worker’s professional development as a supervisory problem.

Conducting education programmes that are extensive, constant and planned in every level of organizational activities, making decisions by giving up centralism and sharing the decisions with every level of organization, improving motivation and awarding mechanisms by measuring performance with realist criteria are needed. This necessiates reviewing of performance measuring criteria and changing to a supervision system in which counselling is dominant (Gülşen, 2005; Karagözoğlu, 2003). This necessity is sensed more in educational organizations.

It is seen as an inevitable process that whether an organization has the capacity to realize the organizational activities most effectively within the planned time in accordance with actual legislation (law, regulation, ordinance, circular and orders) in order to achieve its pre-determined goals, controlled and assessed by personnel that have supervision venue from the manager and after conducting ‘supervision’ that is accepted as a process in which reformation and development, in educational organizations counselling predominantly. (Balci, 2007: 11; Büyüküşik, 1989: 47, Taymaz, 1993; Ulug, 2004: 13).

In education supervising, activating reformation and development suggestions by observing the function educational Corporation and the way personnel do their work, taking necessary precautions for completing emerging shortcomings and correcting the problems and providing necessary counselling to solve the problems of educational activities, teachers and directors bear great importance. (Açıkgoz, 2001: 9; Başaran, 1995: 15; Taymaz, 1993: 7).

Given the importance of counselling in supervision, it is seen that the aim of supervision is to provide a normal functioning and development of education-teaching process and to increase the quality and qualification of activities that are conducted in education-teaching process. The success of education is evaluated through the effectiveness and efficiency in developed nations. This effectiveness is possible with a counselling intensive supervision. When the aims and principles in legal texts about supervision that are put into action by the Ministry of National Education are sorted, supervision that provides counselling intensive professional development and helps the development of professional competence of director, teacher and other personnel is emphasized. (MEB, 2013a: 2-3).

In the supervision process, personnel are expected to perform the counselling roles of educational supervisors to provide professional development well. According to Başar (2000: 54), the roles of supervisors can be grouped as six given the combination of task, process and attitude dimensions. These roles are leadership, management, informativeness, research, investigation and counselling. ‘Counselling and training at work’ task is defined as one of the most important tasks and authorities of supervisors, in the sorting process of their tasks and authorities by Ministry of National Education (MEB, 2013b: 2-5).

The counselling roles of supervisors can be sorted as, making teachers understand the aims of school, counselling the teachers and managers in their region by keeping up with the changes in professional publishings and developments about profession and regulations, assisting teachers in the improvement process of applied methods and techniques, contributing to the professional development of teachers, assisting teachers to find better teaching tools and methods themselves (Atay, 1987: 1).

Counselling and at-work training roles of supervisors contributes to the education system to achieve its goals and serves to the whole system. It makes an effort to regulation and development rather than to keep the existing system. Supervisors should be an effective leader and have a influential communication while conducting the counselling tasks. Thus they can be more successful in their professional meetings and individual interviews with teachers to solve the problems related to education. An influential communication is vital to induce personnel not to resist change but to orientate themselves to change.
Modern sense of supervision includes providing an understanding of school’s aims by teachers as necessary, assisting teachers in the development process of applied methods and techniques, contributing to the professional development of teachers, assisting teachers for their self-realization and to find better teaching tools and techniques themselves, providing self-assessment habits to them, creating the feeling for them to share their personal problems in an honest and sincere environment, helping them to know themselves, assisting their development by revealing their abilities and identifying their problems and finding the best solution for their problem. According to Yüksel (1999: 56) the kinds of counselling types for education supervisors to apply to be educational leaders are sorted as a) Beginning and Orientation Counselling, b) Performance Counselling, c) Personal Problem Counselling, d) Discipline Counselling and e) Professional Counselling. Balcı (2007: 31) expresses the professional assistance process as necessary information for individuals to solve the problems that they will encounter in their professional careers, exhibit the expected behaviors from them and to gain professional success, solving problems of education that arise from training deficiency and gaining necessary information, skills and attitude to remove failure and deficiency in application process.

Attitudes and behaviors of directors in schools where supervision is conducted bear great importance in teachers’ professional development process. Directors’ pre-supervision sharing opinions about school personnel may affect the roleplay of supervisors. Knowing what directors think about knowing the effectiveness level of teacher’s training on professional counselling is regarded greatly important for this study. From this point of view, this study is conducted to learn what school directors think about the effect of province educational counsellors on teacher’s professional training while they are conducting their counselling role.

2. Method

The principals that work in all primary and secondary schools of Beylikdüzü district in the 2012-2013 school year form the universe of the research. All principals that form the universe are included in the research and further sample is not used. %74.81 of the applied scale provided feedback.

2.1 Data Collection Tool

Five point likert scale that is adapted to Istanbul sample by researchers and developed by Gökalp (2010) and .99 Cronbach alpha reliability coefficient is used in order to collect data. The lines of scale is defined as chart-1 from the idea that gaps between the scales that sample group remarked their opinions.

<table>
<thead>
<tr>
<th>WEIGHT</th>
<th>OPTION</th>
<th>BOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>1.00–1.80</td>
</tr>
<tr>
<td>2</td>
<td>Slightly Agree</td>
<td>1.81–2.60</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td>2.61–3.40</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
<td>3.41–4.20</td>
</tr>
<tr>
<td>5</td>
<td>Totally Agree</td>
<td>4.21–5.00</td>
</tr>
</tbody>
</table>

2.2 Analysis and Explication of the Data

SPSS program is used in explication of data that are collected with scale tools. Frequency (f), percentage (%), arithmetical mean (x) and standard deviation (sd) and one-way analysis of variance are used to determine personal features and views by using above-cited package software.
3. Findings and Comments

Views of directors on realization of counselling roles of educational supervisors in terms of teachers’ professional development are tried to be determined.

Table 2- Views of directors on realization of counselling roles of educational supervisors in terms of teachers’ professional development.

<table>
<thead>
<tr>
<th>About counselling roles of educational supervisors in supervision activities</th>
<th>f</th>
<th>(\bar{X}) (Std fault avg.)</th>
<th>Average value</th>
<th>Mod</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes positive relation with the teacher</td>
<td>52</td>
<td>3.10 (0.119)</td>
<td>3.00</td>
<td>3.00</td>
<td>0.90</td>
</tr>
<tr>
<td>Shares responsibility with the teacher</td>
<td>52</td>
<td>3.61 (0.138)</td>
<td>4.00</td>
<td>4.00</td>
<td>1.05</td>
</tr>
<tr>
<td>Provides educational leadership to the teacher</td>
<td>52</td>
<td>3.40 (0.123)</td>
<td>4.00</td>
<td>4.00</td>
<td>0.92</td>
</tr>
<tr>
<td>Motivates teacher</td>
<td>52</td>
<td>3.86 (0.138)</td>
<td>4.00</td>
<td>4.00</td>
<td>0.04</td>
</tr>
<tr>
<td>Values teacher</td>
<td>52</td>
<td>3.84 (0.138)</td>
<td>4.00</td>
<td>5.00</td>
<td>1.05</td>
</tr>
<tr>
<td>Gives teacher confidence</td>
<td>52</td>
<td>3.82 (0.123)</td>
<td>4.00</td>
<td>4.00</td>
<td>0.93</td>
</tr>
<tr>
<td>Approaches teacher without prejudice</td>
<td>52</td>
<td>3.72 (0.145)</td>
<td>4.00</td>
<td>4.00</td>
<td>1.09</td>
</tr>
<tr>
<td>Considers surrounding conditions while assessing the teacher</td>
<td>52</td>
<td>3.88 (0.137)</td>
<td>4.00</td>
<td>5.00</td>
<td>1.04</td>
</tr>
<tr>
<td>Praises successful features of teacher</td>
<td>52</td>
<td>3.58 (0.175)</td>
<td>4.00</td>
<td>2.00</td>
<td>1.31</td>
</tr>
<tr>
<td>Spares enough time for the teacher</td>
<td>52</td>
<td>3.17 (0.181)</td>
<td>3.00</td>
<td>2.00</td>
<td>1.36</td>
</tr>
<tr>
<td>Shares opinions with the teacher after supervision</td>
<td>52</td>
<td>2.72 (0.127)</td>
<td>2.00</td>
<td>2.00</td>
<td>0.95</td>
</tr>
<tr>
<td>Gives information about teaching methods</td>
<td>52</td>
<td>3.33 (0.157)</td>
<td>3.00</td>
<td>3.00</td>
<td>1.18</td>
</tr>
<tr>
<td>Guides teacher in student counselling service</td>
<td>52</td>
<td>3.02 (0.165)</td>
<td>3.00</td>
<td>2.00</td>
<td>1.24</td>
</tr>
<tr>
<td><strong>Total Arithmetical Average</strong></td>
<td></td>
<td><strong>3.46</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When views of directors on realization of counselling roles of educational supervisors in terms of teachers’ professional development are taken into consideration, directors think that educational supervisors realize their counselling roles in teacher’s professional development as medium with a degree of “$\bar{X} = 3.46$”.

When statements are considered as articled separately, highest attendance is to the ‘Considers surrounding conditions while assessing the teacher’ statement as quite a lot with a degree of “$\bar{X} = 3.88$”. According to school principals, educational supervisors care for surrounding factors and conduct supervision according to surrounding factors in professional counselling and supervision while conducting their counselling roles. (Ecevit, 1996:39).

When statements are considered as articled, least attendance is to the ‘Shares opinions with the teacher after supervision’ statement as ‘medium’ with a degree of “$\bar{X} = 2.72$”. According to the school principals, supervisors do not make precise counselling meetings after supervision. School principals don’t find the explanations and supervision assessment of supervisors for teacher adequate.

School principals remarked that supervisors are adequate when conducting their counselling roles in the professional development of teachers in terms of ‘Shares responsibility with the teacher, motivates teacher, gives teacher confidence, values teacher, approaches teacher without prejudice, considers surrounding conditions while assessing the teacher and praises successful sides of the teacher’ statements.

4. Results and Suggestions

4.1 Results

1. Education inspectors practice considerably their guidance roles on educating teachers in terms of occupation according to school administrators.

2. Education inspectors provide occupational help and guidance on supervision activities by inspecting appropriate for contingency principle.

3. While education inspectors are practicing their guidance roles on educating teachers, they are pretty sufficient in the matter of “sharing responsibility with teacher, giving teacher moral support, giving confidence to teacher, valuing teacher, approaching without prejudice to teacher, consider environmental conditions while evaluating teacher, appreciating successful aspects of teacher”.

4. Education inspectors don’t share their opinion sufficiently with teacher after inspections.

4.2 Suggestions

1. Education inspectors should share their opinions with teacher after inspections for effective inspection. For this reason, not making limp of guidance activities after inspection for providing improvement of teachers in terms of occupation provides teachers with education and improvement in terms of occupation.

2. In order to acquiring general results of this research, opinions of other relevant employees need to be received.
References


