

Full Length Research Paper

Views of educational supervisors concerning the feasibility of educational supervision regulation

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The main purpose of this study is to determine the level in which educational supervisors who carry out the regulations concerning the feasibility conditions of educational supervision regulation views arise. The research was carried out in 2010 to 2011 academic year; the research population included 3150 educational supervisors and the research sample included 387 educational supervisors. The research is a descriptive study in screening model. Research data were collected with 'Educational Supervisors' Views Scale Concerning the Feasibility of Educational Supervision Regulation' that has been developed with a multiple approach based on the front-end application results. Research data were analyzed using descriptive statistics for frequency (f), percentage (%) and arithmetic average (\bar{X}). According to the research results, educational supervisors have mentioned that educational supervision regulation is much more applicable at appointment and training dimension than at service and on-the job training. Educational supervisors consider it necessary to focus primarily on supervision of education and school management to determine their authority and responsibilities in relation to their own assigned position. Supervisors also think that they cannot adequately perform all the duties of educational supervision that includes training, selection and appointment.

Key words: Educational supervision, educational supervision regulation, supervision, educational supervision, management auditing.

INTRODUCTION

Organizations are efficient at a level where they meet their goals in accordance with contemporary improvements, individual and social needs; and are inefficient at a level where they cannot meet them. This is also applicable to educational organizations like all other organizations. In educational organizations, level of attaining objective depends on the efficient operation of the management process. Efficient operation of the management processes also necessitates supervision.

In primary education, educational supervisors perform evaluation and counseling analysis procedures in the study period. The purpose of educational supervision regulation is to reveal the duties assigned to chairman and vice chairman, as well as educational supervisors'

task, authority and responsibilities. It determines the procedures and principles regarding educational supervisors' tasks, authority and responsibilities along with their qualifications, examinations and training, assignments and repositioning (Ministry of National Education, 2011).

Educational supervisors and supervisor assistants' positions have been determined as the following in the fourth section of the 53 clause of the 3797 law number concerning the Organization and Functions of Ministry of National Education that has been amended with the Law Related to Making Amendments on State Personnel Law and Ministry of National Education's 5984 numbered Organization and Functions Law: The assignments of educational supervisors are inspection and investigation, supervision, analysis, on-the-job training and counseling services of formal and non-formal educational institutions at any degree and type except the provincial and district

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national education directorates and secondary schools' counseling and supervision along with investigation and inquisition of teachers who carry out their duties in those institutions regarding their branches (Official Gazette, 2011).

In Turkish educational system, supervision of pre-school teaching and primary education schools has been performed by educational supervisors. It gives important authority and responsibilities to the educational supervisors for supervision of secondary schools in accordance with "Educational Supervision Regulation", and accordingly what has become a current issue is supervisors being adequately qualified to carry out their supervision roles efficiently (MNE, 2011). However, in regulation it has not been mentioned how to provide those qualifications to supervisors theoretically and practically in taking the lead as administrators and teachers, and also in directing the supervision process sophisticatedly. With the regulation, the target is to activate the supervision process in pre-school teaching, primary and secondary schools, and accordingly in school management. However, due to supervisors' work overload, how they will fulfill this has not been clarified adequately.

Supervision on educational system

The supervision system that has been currently carried out over pre-school teaching, primary and secondary schools through the Ministry of National Education or educational supervisors is remote, impermanent and has indirect supervision properties in respect of its basic characteristics. In Turkish educational system, improvement studies intended for the supervision system have been carried out over currently used supervision system. However, it has been noticed that no efficient efforts have been made to improve school management's supervision capacity. But, any expected success from the supervision cannot be accomplished without improving school management's supervision proficiency adequately which needs an on-site supervision as well as development of quality supervision system. External reformatory efforts are not adequately efficient in enhancing school management's efficiency (Ozbas, 2010). For this reason, structuring supervision processes firstly from the school management can lead to easy accomplishment of objectives. This is because the most important implementers of supervision processes at schools are school administrators. The act of administrators providing necessary behavioral developments on supervision both through pre-service and on-the-job training opportunities has an important effect on the success of supervision (Balci, 2000; Bursalioglu, 2010; Ozbas, 2002).

In primary and secondary schools, enhancing the efficiency of management and schools depends on the

perception of educational management and supervision as a profession. This fact also necessitates administrators receiving pre-service academic training on school management and supervision field. Administrators are the ones that will increase the efficiency level of management and supervisors are the ones who will carry out the supervision of administrative acts. During supervisors' supervision process, it is necessary for them firstly to determine the efficiency status of administrative act and operations; and then they should be assisted in correcting mistakes eliciting deficiencies and lastly be given opportunities for improvement in line with the requirements.

Task fields of educational supervisors

In educational supervision regulation, supervisors' task fields have been basically considered in 4 dimensions: training, supervision, inspection and investigation. It is planned to qualify supervisors on those tasks through intensive on-the-job training studies. Herein after, expected roles of supervisors in the context of carrying out their duties within their task fields have been emphasized.

Training

Training function of educational supervisors consists of duties regarding improvement of human sources in primary and secondary schools. Supervisors are expected to reach those qualifications regarding these functions through on-the-job trainings that will be organized by Ministry of Education at certain intervals during three years. It is administratively more important for educational administrators to train human sources at school with on-the-job training which falls within the remit of educational supervisors' roles because responsibilities of schools towards the surroundings that they have been included and essential in increasing productivity necessitate this situation. On the other hand, this situation necessitates school-centered approach and applications that have been brought up as base on contemporary change and developments (Au, 2005; Fiske, 1996; Gumuseli, 2009; Huges, 2005; Sisman, 2010; Tas, 2009; Wildly and Dimmock, 1993).

Supervision

Educational supervisors are expected to fulfill some duties regarding the supervision of human sources in pre-school teaching, primary and private educational institutions. When supervision is done with both teaching and administration, heaviness of supervisors' job workload is obvious. Moreover, duties regarding on-the-

job training, supervision, research, inspection and investigation that have been assigned by the governor will also increase this workload. For this reason, it is necessary for administrators to fulfill 'teaching supervision' in pre-schools, primary and secondary schools and necessary for supervisors to fulfill 'administrative supervision' (Akbasli, 2010; Ozbas, 2010). School administrators carrying out the duty of "teaching supervision" will provide a better opportunity for supervisors to carry out their other duties. This implementation is more applicable to the 'process based administration approach' rather than the remote, indirect and impermanent supervision.

It is really hard to expect educational supervisors to carry out their duties only by their on-the-job training qualifications without receiving any academic education on supervision field. This is because 'teaching and administration supervision' is perceived as a profession that requires education career like teaching profession and necessitates being endowed with necessary qualifications regarding this profession before service is rendered (Balci, 2000; Bursalioglu, 2010).

Inspection and investigation

Inspection and investigation of whole employees except those working in formal and private pre-school, primary and secondary educational institutions and directors and deputy principals working in provincial and district national directorates are under the responsibility of educational supervisors. On the other hand, other inspection and investigation roles regarding other fields that will be assigned by the governors have also been evaluated within this context. This situation can restrain educational supervisors from fulfilling their main supervision roles as required, leading to increasing workload.

PURPOSE

Success of democratic educational systems depends on supervision of system-based-management units with process-oriented management approach. Importance of supervision is great in terms of increasing of productivity and efficiency along with organizational success. Especially, it is important to emphasize supervision in schools because supervision serves as a feedback function about decision-making, planning, organizing, communication, cooperation, coordination, influencing and budgeting processes of administration. In Turkey, task of supervision in pre-school teaching and primary education is carried out by educational supervisors and in secondary education, by ministerial supervisors. Along with the expediency of supervisory acts, efficiency status of legal and administrative regulations prepared for this purpose must entail large scale of researches.

Researches as well can also provide important contributions to organizational change and development and to theory and application integrity. Accordingly, the purpose of the research has been specified to determine what the views of educational supervisors regarding the feasibility of educational supervision regulation are. In order to achieve these goals, there have been sought answers to the following questions:

- 1) What are the views of educational supervisors regarding the 'appointment' criterion in regulations?
- 2) What are the views of educational supervisors regarding the 'training' criterion in regulations?
- 3) What are the views of the educational supervisors regarding the 'task and on-the-job training' in regulations?

MATERIALS AND METHODS

In this study, "views of educational supervisors regarding the feasibility of Educational Supervision Regulation" has been analyzed with a descriptive approach in screening model. Screening model is a kind of research approach that aims to describe an existing situation in the past or that is still going on (Karasar, 1999).

Population and sample

Study population consists of educational supervisors carrying out their duties in seven geographical regions of Turkey in the 2010-2011 academic year. Also, the study sample consists of educational supervisors who have been chosen with random cluster sampling method and who have been carrying out their duties in provinces of Adana, Afyon, Ankara, Antalya, Balikesir, Bilecik, Bitlis, Diyarbakir, Edirne, Erzincan, Erzurum, Hatay, Istanbul, Konya, Mardin, Mersin, Mugla, Samsun, Sanliurfa, Trabzon and Van.

Totally 21 provinces were chosen in the study sample including 3 provinces from each geographical region. 7 of those 21 provinces were the populous ones of their own regions according to the 2010 Turkish Statistical Institution population census results. Other 14 provinces chosen with random sampling method included two from each geographical region. $[t^2(PQ)/d^2] / 1 + [(1/N) t^2((PQ)/d^2)]$ formula was used to determine the sample size in the study (Rao et al., 1962 cited in Balci, 2004). According to this, population was determined as 3150 and sample as 387 for educational supervisors.

Data collection tools

"Scale of Educational Views Regarding the Feasibility of Educational Supervision Regulation" was developed by researchers as a result of vigorous efforts including a broad and sophisticated viewpoint. In this context, a wide literature review has been made concerning supervision which forms the main theme focus of the study. Views of supervisors have been observed during the implementation of the study and regulation drawn up to reveal supervisors' legal and administrative status has been broadly analyzed.

Validity and reliability of the scale

One of the logical ways that has been used to test the content

validity is to ask an expert's opinion (Buyukozturk, 2003). The scale that has been prepared for this purpose was primarily analyzed by academics trained on education administration, supervision, planning and economy. Then, it was evaluated by academics in Department of Turkish Teaching in terms of syntax and semantic structure and by scale development experts in terms of item characteristics. During the process of determining the content validity, in accordance with the views, critiques and suggestions of those concerned, items were rearranged. At the end of this process, it was decided that content validity was provided and a pre-implementation must be performed in order to determine the content validity and reliability.

In order to ascertain the appropriate sample size for research scale's validity and reliability, literature was reviewed. It has been seen in literature review that different numbers were suggested for preliminary implementation sample. For example, for each item, item- answerer rate has been precipitated as 3 to 6 according to Cattell (1978), at least 5 according to Gorsuch (1983), 10 according to Eventt (1975 cited in MacCallum et al., 1999). For pre-implementation of the scale regarding those numbers, totally 164 educational supervisors were chosen up to the pre-implementation sample including 30 from Mersin Provincial Directorate for National education, 45 from Ankara, 15 from Erzincan, 54 from Istanbul and 20 from Van.

In order to determine whether factor analysis can be performed to the data acquired as a result of the pre-implementation, KMO and Barlett tests were performed. According to Buyukozturk (2003), KMO test result of measurement must be "0.60" and over, and Barlett's Sphericity Test result must be statistically significant. As result of the analysis, KMO value was determined as "0.79"; Barlett's Sphericity Test was significant as ($P < 0.01$) 0.000. According to this result, it was precipitated that factor analysis could be carried out on the scale. For each item, load value was accepted as minimum of "0.50". In the first factor analysis that was carried out, it was noticed that some clauses of 56-item scale have taken close values and within this context, 23 items were removed from the scale. Finally, factor analysis was reapplied over 33 items. In the analysis result, it was conferred that the scale consisted of 3 different factors. The total variance that was clarified by the factors was defined as 57.43%. Buyukozturk (2003) mentioned that for single-factorial scales the stated variance should be 30% or over and for multi-factor scales it should be more. After factor rotation, it was seen that the scale's 1st factor consisted of 15 items; 2nd factor consisted of 11 items; and 3rd factor consisted of 7 items. Items' load value over the factors was determined as changing from "0.70" and "0.91".

For the purpose of determining scale's reliability, Cronbach-Alpha reliability statistics was performed. According to this, it was found that Cronbach-Alpha value of the 1st factor was "0.88", 2nd factor's was "0.82" and 3rd factor's was "0.80". Tezbasaran (1997) has mentioned that a halfway decent reliability coefficient in a likert-type scale should be highly close to "1". According to these results, scale's reliability can be said to be a high-level. The scale that was determined as appropriate after validity and reliability analysis was made available by posting to the educational supervisors carrying out their duties in Adana, Afyon, Ankara, Antalya, Balıkesir, Bilecik, Bitlis, Diyarbakir, Edirne, Erzincan, Erzurum, Hatay, Istanbul, Konya, Mardin, Mersin, Mugla, Samsun, Sanliurfa, Trabzon and Van provinces. During the implementation process, 410 scales were sent to the educational supervisors; 355 scales were returned and after the reviews 348 scales were taken under review.

Data analysis and interpretation

For data analysis, choices graded as 'Strongly Agree, 5'; 'Mostly Agree, 4', 'Agree, 3', 'Partly Agree, 2' and 'Strongly Disagree, 1' have been prepared with 5-point Likert scale approach. According

to this, the lowest grade that could be taken from the scale was 33 and the highest grade was 165. High score at the end of the computation indicates that educational supervisors' views regarding the feasibility of the educational supervision regulation is positive, and low score means views of educational supervisors regarding the feasibility of the educational supervision regulation is negative. For the implementation of data acquired from the research, descriptive statistical technique was used for f (frequency), %

(percentage) and \bar{X} (arithmetic average).

RESULTS

Data acquired during the research process have all been separately interpreted considering the views of educational supervisors about appointment, training, task and on-the-job training fields.

Appointment

About appointment, supervisors approved being at least 4-year high school graduate to be appointed to the position of assistant supervisor (Clause 2; $\bar{X} = 4.39$). This finding can also be implemented in a way that emphasizes the importance of the pre-service academic training. However, not mentioning this training either in educational management and supervision section or in teaching profession section of the regulation is an indicator of educational supervision profession not being accepted as a profession that requires special field training like teaching profession. Another criterion that educational supervisors find applicable at high-level about the appointment of supervisors is the condition of candidates having eight-year teaching service (Clause: 3; $\bar{X} = 4.07$). This can also be implemented in a way that a successful supervision service requires teaching experience. In other words, this finding has the quality of supporting "The vitality of profession is school teaching" perception which is a common view in Turkish educational system (Sisman, 2010). The criterion that educational supervisors think as applicable at the lowest grade is candidates not attending the competitive examination more than once (Clause: 4, $\bar{X} = 2.79$). Attending the examination more than once and not attending the subsequent examinations has been thought as adequately applicable and objective by the supervisors. Supervisors generally think appointment conditions applicable at 'mostly level' (for 15 Clauses, $\bar{X} = 3.66$) (Table 1).

Being assigned as an assistant supervisor and beginning the active duty

(1) Supervisor assistants have been appointed by the Ministry of Education. (2) Appointments of the applicants are assigned according to the supremacy score

Table 1. Views of educational supervisors regarding the feasibility of educational supervision regulation.

| Clauses* | Strongly (1) disagree | | Partly (2) agree | | Agree (3) | | Mostly (4) agree | | Strongly (5) agree | | \bar{X} |
|----------|-----------------------|------|------------------|------|-----------|------|------------------|------|--------------------|------|-----------|
| | f | % | f | % | f | % | f | % | f | % | |
| 1 | 43 | 12.4 | 32 | 9.2 | 62 | 17.8 | 119 | 34.2 | 92 | 26.4 | 3.53 |
| 2 | 9 | 2.6 | 14 | 4.0 | 33 | 9.5 | 68 | 19.5 | 224 | 64.4 | 4.39 |
| 3 | 11 | 3.2 | 20 | 5.7 | 66 | 19.0 | 85 | 24.4 | 166 | 47.7 | 4.07 |
| 4 | 104 | 29.9 | 57 | 16.4 | 56 | 16.1 | 69 | 19.8 | 62 | 17.8 | 2.79 |
| 5 | 38 | 10.9 | 32 | 9.2 | 49 | 14.1 | 90 | 25.9 | 139 | 39.9 | 3.74 |
| 6 | 35 | 10.1 | 38 | 10.9 | 75 | 21.6 | 119 | 34.2 | 81 | 23.3 | 3.49 |
| 7 | 26 | 7.5 | 45 | 12.9 | 73 | 21.0 | 113 | 32.5 | 91 | 26.1 | 3.56 |
| 8. | 30 | 8.6 | 25 | 7.2 | 64 | 18.4 | 109 | 31.3 | 120 | 34.5 | 3.75 |
| 9 | 24 | 6.9 | 28 | 8.0 | 57 | 16.4 | 109 | 31.3 | 130 | 37.4 | 3.84 |
| 10 | 18 | 5.2 | 35 | 10.1 | 53 | 15.2 | 134 | 38.5 | 108 | 31.0 | 3.80 |
| 11 | 42 | 12.1 | 39 | 11.2 | 73 | 21.0 | 119 | 34.2 | 75 | 21.6 | 3.41 |
| 12 | 62 | 17.8 | 34 | 9.8 | 57 | 16.4 | 116 | 33.3 | 79 | 22.7 | 3.33 |
| 13 | 32 | 9.2 | 32 | 9.2 | 64 | 18.4 | 123 | 35.3 | 97 | 27.9 | 3.63 |
| 14 | 35 | 10.1 | 28 | 8.0 | 50 | 14.4 | 115 | 33.0 | 120 | 34.5 | 3.73 |
| 15 | 31 | 8.9 | 24 | 6.9 | 45 | 12.9 | 109 | 31.3 | 139 | 39.9 | 3.86 |

1, Preparation of the competitive examination by the examination board; 2, educational supervision appointee candidates graduate from at least four-year high school; 3, candidates having eight-year school-teaching experience; candidates not attending more than once the competitive examination; 5, candidates not turning 40 years old as from December of the year that the examination takes place; 6, 10% of the written examination subject must be mainly on the Constitution of Turkish Republic; 7, 10% of the written examination subject must be mainly about general knowledge; 8, 20% of the written examination subject must be mainly about professional teaching knowledge; 9, 20% of the written examination subject must be mainly about other laws; 10, 20% of the written examination subject must be mainly about special field knowledge; 20% of the written examination subject must be mainly about national Education legislation; 12, written examination subjects constituting the 50% of the oral examination score degree; 13, expression and interpretation constitutes 30% of the oral examination; 14, presentation characteristics constituting 10% of the oral examination; attitudes and behaviors' constituting 10% of the oral examination.

considering the preferences. Those who cannot be assigned because of score inadequacy have been assigned by the Ministry of Education considering their scores on condition that they agree to be appointed to a deemed appropriate province. Those who do not agree to be appointed to a province deemed appropriate by the Ministry are not appointed and are accepted as they used their right to be assigned. (3) Appointed candidates are required to begin their new active duty within the legal period as from the date of notification. Appointments of those candidates who do not begin their active duty within the legal period are cancelled. Those whose appointments have been cancelled in this way cannot be re-appointed in that appointment period. (4) Including the announced vacant position limitations, those who do not begin their active duty within the legal period and vacant positions that occurred because of those who resigned for any reason have been assigned according to the supremacy score from among the candidates waiting in line for the profession in that province (Ministry of National Education, 2011).

Training

On average, supervisors approved the criterion regarding

training as "mostly" applicable (For 11 Clauses, $\bar{X} = 3.80$). As it is seen in Table 2, supervisors mostly find "training of assistant supervisors under the responsibility of a guide supervisor" (Clause: 21, $\bar{X} = 4.01$) and "Training of supervisor assistants during the 3 years after the beginning of their duty" (Clause: 16; $\bar{X} = 4.00$) as applicable. These findings can also be interpreted in a way that educational supervisors consider being trained with a multi-faceted approach "providing notion and application integrity" as necessary. In the same way, supervisors find it necessary to be trained under the guidance of a supervisor whom they can see as a role model in their working area in terms of their tasks.

Corresponding with the training, the clauses that supervisors find as applicable at the lowest level are "Personnel General Directorate and Primary Education General Directorate being responsible for theoretical training" and "Preparation of proficiency exam questions by Training Technologies General Directorate" (Clause: 20 and 26, $\bar{X} = 3.60$). According to this, supervisors do not think only Personnel General Directorate and Primary Education General Directorate being responsible for theoretical training will cover all the basic factors of training process, and these will be fulfilled after the appointment-related operations are adequately applied

Table 2. Views of supervisors regarding training criteria of educational supervision regulation.

| Clauses* | Strongly disagree | | Partly (2) agree | | Agree (3) | | Mostly (4) agree | | Strongly (5) agree | | \bar{X} |
|----------|-------------------|------|------------------|------|-----------|------|------------------|------|--------------------|------|-----------|
| | f | % | f | % | f | % | f | % | f | % | |
| 16 | 18 | 5.2 | 24 | 6.9 | 50 | 14.4 | 101 | 29.0 | 155 | 44.5 | 4.00 |
| 17 | 16 | 4.6 | 29 | 8.3 | 45 | 12.9 | 123 | 35.3 | 135 | 38.8 | 3.95 |
| 18 | 35 | 10.1 | 24 | 6.9 | 68 | 19.5 | 93 | 26.7 | 128 | 36.8 | 3.73 |
| 19 | 27 | 7.8 | 23 | 6.6 | 37 | 10.6 | 127 | 36.5 | 134 | 38.5 | 3.91 |
| 20 | 36 | 10.3 | 32 | 9.2 | 66 | 19.0 | 114 | 32.8 | 100 | 28.7 | 3.60 |
| 21 | 14 | 4.0 | 16 | 4.6 | 61 | 17.5 | 116 | 33.3 | 141 | 40.5 | 4.01 |
| 22 | 35 | 10.1 | 37 | 10.7 | 53 | 15.2 | 86 | 24.7 | 137 | 39.4 | 3.72 |
| 23 | 19 | 5.5 | 38 | 10.9 | 66 | 19.0 | 109 | 31.3 | 116 | 33.3 | 3.76 |
| 24 | 16 | 4.6 | 38 | 10.9 | 61 | 17.5 | 124 | 35.6 | 109 | 31.3 | 3.78 |
| 25 | 22 | 6.3 | 29 | 8.3 | 55 | 15.8 | 137 | 39.4 | 105 | 30.2 | 3.78 |
| 26 | 55 | 15.8 | 28 | 8.0 | 42 | 12.1 | 99 | 28.4 | 124 | 35.6 | 3.60 |

* Clause expressions: 16, training assistant supervisors during the 3 years after the beginning of their active duty; 17, forming the training program with 'preparatory', 'on-the-job training' and 'theory' sections; 18, personnel General Directorate' being responsible for the 'preparatory training'; 19, supervision General Directorate being responsible for on-the-job training; 20, personnel General Directorate and Primary Education General Directorate being responsible for 'theoretical training'; 21, training assistant supervisors under the responsibility of a guide supervisor; 22, examining a proficiency exam at the end of the 3-year training program; 23, 50% of the proficiency exams involving task-related laws; 24, 25% of the proficiency exams involving task-related legislation provisions; 25, 25% of the proficiency exam's involving 'inspection, supervision, analysis and research' subjects; 26, preparation of proficiency exam questions by Training Technologies General Directorate.

Moreover, supervisors do not perceive preparation of proficient exam questions by Training Technologies General Directorate as an adequately applicable criterion. Findings can be interpreted in a way that supervisors do not find preparation of proficient exam questions by the Departments of Ministry of Education sufficient and find it necessary to involve other choices.

Assistant supervisors' training

This training includes the following processes:

- 1) Training period of assistant supervisors consists of three years. Three-year training program includes preparatory, on-the-job training and theoretical training sections.
- 2) Preparatory training has been carried out by the Ministry or governorates for at least 40 h including program rules have been determined by Personnel General Directorate in the following one-month period after assistant supervisors began their duties.
- 3) On-the-job training is carried out so as to make them acquire qualifications such as inspection, supervision, evaluation, inspection, investigation, research, questioning techniques, attitude, behavior and representation that supervisory profession requires.
- 4) On-the-job training program has been put into practice with the approval of the governor, the suggestion of educational supervisors' moderator and assent of provincial director of national education.
- 5) Theoretical training has been prepared and carried

out in coordination with Personnel and Primary Education General Directorate. The subject matters that will be included to the theoretical training have been prepared by Personnel General Directorate and sent to the On-the-job Training General Directorate. Theoretical training has been carried out by organizing on-the-job trainings on deemed appropriate dates and places in three-month training periods. Period of theoretical training cannot be under 120 and over 240 h. In case of theoretical trainings being done separately, each training period cannot be under ten work-days.

6) Theoretical training subjects consist of proficiency examination subjects and other subjects that will be determined by Competition and Proficiency Examination Committee.

7) For educational supervisors to acquire the qualifications mentioned in the third item of this clause, it is essential for them to work under the responsibility of a guide supervisor assigned by that province's educational supervision directorate. In case of having not enough supervisors, more than one supervisor can be vested under the responsibility of one guide supervisor. If required, guide supervisors can be changed with the approval of the governor, the suggestion of educational supervisors' moderator and assent of provincial director of national education at any period of on-the-job training.

8) Directorate of educational supervisors' heads of group and guide supervisors are responsible for taking required precautions and for carrying out assistant supervisors' on-the-job training.

9) Assistant supervisors work with guide supervisors in topics related to supervision, research, inspection and

Table 3. Views of supervisors regarding the duty and on-the-job criteria of the legislation.

| Clauses* | Strongly (1) disagree | | Partly (2) agree | | Agree (3) | | Mostly (4) agree | | Strongly (5) agree | | \bar{X} |
|----------|-----------------------|------|------------------|------|-----------|------|------------------|------|--------------------|------|-----------|
| | f | % | f | % | f | % | f | % | f | % | |
| 27 | 141 | 40.5 | 40 | 11.5 | 47 | 13.5 | 49 | 14.1 | 71 | 20.4 | 2.62 |
| 28 | 65 | 18.7 | 42 | 12.1 | 45 | 12.9 | 71 | 20.4 | 125 | 35.9 | 3.42 |
| 29 | 40 | 11.5 | 27 | 7.8 | 45 | 12.9 | 86 | 24.7 | 150 | 43.1 | 3.80 |
| 30 | 50 | 14.4 | 36 | 10.3 | 62 | 17.8 | 91 | 26.1 | 109 | 31.3 | 3.49 |
| 31 | 45 | 12.9 | 45 | 12.9 | 62 | 17.8 | 101 | 29.0 | 95 | 27.3 | 3.44 |
| 32 | 13 | 3.7 | 14 | 4.0 | 60 | 17.2 | 99 | 28.4 | 162 | 46.6 | 4.01 |
| 33 | 15 | 4.3 | 21 | 6.0 | 44 | 12.6 | 120 | 34.5 | 148 | 42.5 | 4.04 |

*Clause expressions: 27, Supervisors' inspection and supervision of the personnel apart from directors, managers of branch, assistant managers in provincial and district directorates of national education; 28, supervisors' inspection and investigation of the whole personnel in legal secondary schools; 29, taking inspection and investigation actions; on-the-job training and supervision of the personnel in official and private pre-school teaching and elementary schools; 30, personnel's inspection and investigation along with their services such as on-the-job training, supervision, research carrying out their duties in private secondary educational institutions; 31, carrying out duties regarding investigation and inspection issues along with services such as on-the-job training, supervision, research related to the other duties that will be assigned by the governor; 32, to improve supervisors' professional development and specialization, receiving on-the-job training when required in line with the legislation of the Ministry regarding on-the-job training; on-the-job training programs being prepared and carried out by Personnel General Directorate and On-the-job Training Department taking the views of relevant departments.

investigation. Assistant supervisors cannot work on their own without being authorized.

10) An assessment form has been organized by the guide supervisor and heads of group about assistant supervisors in six-month periods regarding the on-the-job training. With regard to this assessment form, qualified assistant supervisor can be authorized independently to carry out guidance, on-the-job training, inspection and investigation, research, evaluation and enquiry at the end of the two years with the approval of the governor, the suggestion of educational supervisors' moderator and assent of provincial director of national education (Turkish Educational Union, 2011).

Duty and on-the-job training

According to the research data, supervisors approved the criterion regarding duty and on-the-job training as "mostly" applicable (7 Clauses, $\bar{X} = 3.55$). This dimension has been perceived as the lowest for applicability compared to the others. According to this, legislation has not been understood as adequately applicable within the assignment and on-the-job training context. As it is seen in Table 3, supervisors find duty and on-the-job training at the highest applicable level "on-the-job training being carried out and prepared by Personnel General Directorate and On-the-job Training

Head of Department" (Clause 33, $\bar{X} = 4.04$) and supervisors receiving on-the-job training when required in line with the legislation regarding Ministry's on-the-job training so as to increase career development and expertise (Clause 32, $\bar{X} = 4.01$). This situation reflects the importance that is given to the on-the-job training;

moreover, it emphasizes coordination necessity of the Ministry of National Education Department. About duty and on-the-job training, the criterion applicability possibility found as lowest is supervisors carrying out the duty of inspecting and investigating other personnel apart from directors of provincial and district national directorates, department managers and assistant managers" (Clause 21, $\bar{X} = 2.62$). This finding can also be interpreted as supervisors not being allowed to carry out investigation and inspection of personnel, making them not to act as part in teaching services, direct training and school management in terms of their professional roles.

Assigned positions of supervisors and assistant supervisors are:

- Apart from investigation and inspections on guidance and supervision of provincial and district national directorates, branch managers of provincial and district national directorates, directors of district national education, directors of provincial national education, assistant managers of provincial national education and investigation, other personnel carry out their duties in those institutions,
- Apart from inspection and investigations of formal secondary educational institutions and supervisions regarding the branches of teachers performing their duties in those institutions, inspection and investigation of administrators, teachers and other personnel carry out their duties in those institutions,
- Apart from those mentioned in (a) and (b) items of this clause, any kind of inspector, administrator, teacher and personnel carries out their duties in institutions and services such as guidance, on-the-job training, supervision, evaluation, research of provincial institutions,

d) within the scope of 5580 numbered Private Educational Institution Law, apart from inspection and investigation regarding supervision and guidance of private secondary schools which are in province-wide service supervision of teachers in those schools, any kind of inspection and investigation regarding other personnel, teacher and administrators in those institutions and services includes guidance, on-the-job training, supervision, evaluation and research of private educational institutions that have been assigned by the governor (Turkish Educational Union, 2011).

Duty and authorizations of supervisors and assistant supervisors are:

a) to carry out studies regarding guidance, on-the-job training, supervision, evaluation and research within the scope of assignments that have been given with the approval of the governor, the suggestion of educational supervisors' moderator and assent of provincial director of national education,

b) inspection and investigation on administrator, teacher or other personnel in institutions regarding their task fields in accordance with the orders of inspection and investigation that will be assigned with the approval of the governor, the suggestion of educational supervisors' moderator and assent of provincial director of national education (Turkish Educational Union, 2011).

Duty orders

Duty order regarding inspection, investigation and preliminary survey has been given to the supervisors and assistant supervisors with the suggestion of the chairman, assent of provincial director of national education and approval of the governor. No one except the governor, provincial director of the national education and chairman can give order, duty or instructions to the supervisors and assistant supervisors. On-the-job training has been provided to the supervisors so as to make them develop, renovate their professional knowledge and improve their specialization in line with the relevant legislation of the Ministry. On-the-job training program has been prepared and carried out by Personnel General Directorate and Department of On-the-job Training receiving the opinions of relevant departments (Turkish Educational Union, 2011).

DISCUSSION, CONCLUSION AND SUGGESTIONS

This survey aims to determine supervisors' views regarding the applicability status of "Educational Supervision Regulation" that was put into action in 2011 by the Ministry of Education; data acquired from the survey have been evaluated within this context. Survey

results show that educational supervisors find "Educational Supervision Regulation" highly applicable in appointment and training and do not find it adequately applicable in task and on-the-job training. Survey data regarding the current supervision system in operation also show that supervisors cannot develop efficient cooperation, coordination and communication opportunities with the administrators (Akbasli et al., 2012a; Aslan, 2000; Demirtas, 2005; Kaya, 1993; Ozbas, 2009, 2010; Ozen, 2002). This fact that has been revealed with survey results necessitates dealing with legal and administrative regulations with a multiple approach and ensuring that the parties that will be affected by the regulations agree with the decision before the application phases. In this context, during the process of preparing legal and administrative regulations on educational supervision, in terms of theory, views of academics carrying out their duties in "Educational Administration, Supervision and Economy" departments of the universities should be asked and in terms of administration, views of supervisors, school administrators and teachers should be asked.

"Educational Supervision Regulation" has been prepared on the assumption that supervision in pre-school teaching, primary and secondary education can only be accomplished via the educational supervisors, by depending upon only one factor. However, researches show that current supervisory system is not efficient, has not been able to contribute to resolution of problems, its approach is not in accordance with contemporary supervision policies and has not focused on the management process (Akbasli, 2010; Akbasli et al., 2012b, Altun and Memisoglu, 2008; Basar, 1995; Engin, 2003; Ilgan, 2008; Ozbas, 2009; Taymaz, 1995, 2009). Considering the research results including theory and application integrity, to improve efficiency and productivity of the supervisory system, supervision should be discussed as a general dependent variable; and in this process, legal and administrative transactions should be actualized which makes the participation of the school administrators in supervision to follow a multivariate approach.

According to the results acquired from the survey, supervisors find it necessary to give priority to issues regarding "educational supervision and supervision with school administration" to determine their authority and responsibilities relevant to their task fields. Namely, supervisors care about prioritizing tasks regarding educational leadership and administration and teaching supervision concerning them. This result brings up a coordinative academic cooperation with "Educational Administration, Supervision, Planning and Economy" Departments of universities regarding both the pre-service and after-service during the process of Ministry of National Education supervisors' training relevant to their task fields.

Supervisors think that Ministry departments cannot

fulfill implementations such as training, selection and appointment which are relevant by themselves. According to this, fulfilling implementations regarding the training and selection of supervisors, Ministry departments' authority should be restricted, more objective criteria should be developed for implementations such as training and preparation of examinations and assignment of impartial committees should be provided.

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