



Opinions of teachers and school administrators on current and demanded supervision practices

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Abstract

Educational processes are supervised by administrative chiefs or inspectors for teachers and school administrators. Supervision may be stressful for those inspected although some time is given for preparation through prior notice. However, supervision, a way to improve the training and management processes as intended, should not be a phenomenon creating tension in psychosocial environment of an organization. Concretization of problems arising from the probing-inquiring nature of supervision contributes to the fact that supervision process may be experienced more peacefully for both supervisor and supervised. This research aims to determine perceptions of teachers and administrators about current supervision practices and their views on how and for what purpose supervision should be carried out. It includes qualitative and quantitative data analysis in a descriptive research design, in which a measurement tool consisting of semi-structured and open-ended items was applied to participants. Findings reveal that the participants are not content with being supervised under current circumstances and that they would only be partially satisfied with being supervised if supervision is conducted on their own terms. Supervision processes are inefficient due to implementation problems and that they are perceived as unnecessary in their current forms for the participants. In addition, participants find supervision useful and necessary only when reliable measurements are applied and several different data sources are used in a way that would provide professional development for them. Based on these results, supervision in organizations should be handled with an approach including management of complex systems in an environment of uncertainty.

Keywords: Teacher supervision, principal supervision, supervision of schools as complex systems, supervision in chaos management, demanded supervision.

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1. Introduction

1.1. Supervision of teachers and school administrators

As the places where education and training processes take place, schools are parts of the basic mechanisms in social systems in terms of shaping the future of the masses. All

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activities taking place in schools have some continuous auto control mechanisms in terms of healthy functioning of the process. Furthermore, theories on educational administration and supervision assume that supervised administration improves the organization (Başar, 2000; Aydın, 2020). In order to prevent the organization from entropy and to emphasize importance of the control mechanism in improving the organizational system, some expressions as; "one of the most necessary elements in the management", "management and supervision are complementary and have common functions so they must be carried out in a coordinated manner" and "the inevitability of controlling the teaching processes especially in the classroom" have mainly been articulated over supervision in the literature (Başaran, 1993; Sergiovanni & Starratt, 2007; Aydın, 2020). Contrastingly, there are also debates questioning whether supervision is necessary in organizations (Gündüz, 2012; Altınok, et al, 2020). According to a research conducted in 2021 by Toprakçı and Bulut on supervision practices in Turkey; in their current form, the supervision practices in schools are implemented by the education supervisors in light of supervision guides prepared for every school type and provincial-district national education directorates published by the Ministry of National Education Inspection Board in 2016. Based on the literature review presented in the same research, it is reported that the supervision subsystem cannot fulfill its task in a contemporary sense and cannot meet the needs in the current situation in Turkey, and there are many deficiencies and problems in this field. Although indispensability and necessity of supervision is emphasized in theory, it is seen that supervision practices cannot provide progress of the organization in the quality required by the present day.

1.2. What is the underlying perception of supervision practices in schools? From scientific management perception to today's chaos management one

Since The System of the World, which is part of Newton's Principia that was submitted on the 26th of April 1686 talking about the law of universal gravitation, was applied to the social structures as much as the organizational management, science has grown rapidly, and the scope of science has expanded to an unbelievable extent (Prigogine and Stengers, 1998). According to the literature in our scope, it is seen that supervision has an important place in the evaluation step within the organizational management processes. For this reason, approaches and practices regarding the supervision phenomenon have progressed in a similar direction with the philosophy that is the basis of management theories (Bozkurt, 2013). In the education management literature, the phenomenon of supervision is also included in today's crisis management processes, starting from the scientific management approach, being prominent in the input processing and product control processes in the open system approach.

For this reason, in order to make sense of the intersection of supervision practices and theoretical writing, it would be beneficial to proceed by addressing approaches that form

basis for scientific management, which is the basis for the beginning of management philosophy, and the current perception of chaos management.

The classical view, which forms basis for the understanding of scientific management, advocates that scientific knowledge be fact-based, experimentally proven, based on a common method, and objective. First of all, the facts that can be examined are described by limiting them while following the scientific method. Later on, practices of observation, hypothesis, experiment and theory are made. Namely, scientists approaching science from the classical point of view described it as a phenomenon that is objective, experimental, generalizable, changeable when necessary, and using common methods (Dereli & Verçin, 2009). Emerging as a reflection of science on organizations, the closed-type system of organization, which works like a clock (Erçetin 2001) that is a symbol of mechanic functioning and has a definite input, operation process, and output, has changed in time, and the idea of an open-living system which doesn't have a mechanical operation like a clock (Balcı 2014) unlike the predictable and stereotyped behavior of human system has become more valid (Özcan, 2018) especially within the Covid 19 crisis' new normal processes.

Adaptability of management processes to newly emerging situations varies according to the managerial philosophies that underlie them. It has been revealed that decision-making, planning, organization, communication, motivation, coordination and guidance processes are carried out at a speed required by chaos management and with rapid information flow integrated with technology (Özcan et al., 2021a); on the contrary, supervision and evaluation processes within the management processes remain in a classical understanding and bureaucratic slowness, therefore, the function of the supervision process has decreased compared to other processes that require rapid and variable behavior, especially in the management of the Covid 19 pandemic crisis, and whether the supervision in its current form is necessary, turned out to be more questionable (Özcan et al., 2021b). Some research on the necessity of supervision also support the view that bureaucratic practices based on standard forms of supervision and rewarding or punishing according to the scoring result cause the supervision to be felt uncomfortable (Gündüz, 2012; Altınok, et al., 2020). In addition, it is stated that the supervision is evaluated differently by the supervised, depending on whether it is for the outcome evaluation or the process evaluation; that the outcome evaluation is the product of a bureaucratic understanding based on whether the evaluated ones meet the minimum values and whether they can be a candidate for an award; that process evaluation, on the other hand, is the product of a more adaptable approach that aims at a continuous development of employees and requires continuity (Aydın, 2020). Although this understanding shows a transition from the closed system understanding of scientific management to the open system understanding, it is made with the method of temporal cross-section, in the form of monitoring the institution or class for a short time once a few years. It is limited to observing the events that took place at only one moment of the

academic year and the effective factors at that time. However, although today's organizations are based on open systems, they are complex adaptive systems that adapt themselves in an environment of uncertainty (Erçetin, 2001; Tüz, 2001).

Quantum theory, which emerged at this point, has tended to explain the atomic and subatomic world and has caused debates in the fields of science and philosophy since its emergence. Determinism (cause-effect relationship) has been brought into discussion with this theory. It has been revealed that reductivism is unacceptable, that the whole is not composed of its constituent parts. Perhaps the most important phenomenon revealed by quantum theory is that 'the observation process affects the observed' (Dikmen, 2017). Since complex systems that are in constant contact with themselves and their environment will change at any moment, the decision to be made about these systems will show us the previous state of these systems. In other words, we are faced with a structure that is constantly changing. Within this structure, there are relationships that include continuous feedback. Therefore, it is necessary to examine complex systems in a holistic structure and from a perspective in which all variables participate in the process. In this way, the nature of complex systems is better defined (Dikmen, 2017).

1.3. The effects of supervision on organizational psychology

Educational processes are supervised by administrative chiefs or inspectors for teachers and school administrators (Taymaz, 2010; Aydın, 2015). This process may be stressful for those inspected although some time is given for preparation through prior notice. Concretization of problems arising from the probing-inquiring nature of supervision contributes to the fact that supervision process may be experienced more peacefully for both supervisor and supervised.

By emerging the current and demanded supervision practices according to teachers supervised by their principals and according to principals and vice principals supervised by their superior chiefs and inspectors; a vital part of school management process would be enlightened to present the fundamentals of positive psychology in organizational behavior.

According to Kaur, et al; about scope of school supervision; the major functions under school supervision can be cited as Inspection, Research, Training, Guidance and Evaluation. "Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework." And it can be derived from the nature of supervision (Kaur, et al, nd) "as it:

1. is a creative and dynamic expert technical service,
2. provides leadership with expert knowledge & superior skills.
3. promotes cooperative educational effort in a friendly atmosphere.
4. gives coordination, direction and guidance to teachers' activities.

5. stimulates the continuous growth of teachers and development of pupils.
6. improves instruction and the teaching learning process.
7. helps in achievement of appropriate educational aims and objectives.
8. helps to decide and order execution and assists in improving instruction.
9. represents a portion of the whole enterprise of school management.
10. saves from burnout.”

It is necessary to investigate whether the supervision, which is reported in the literature as having a positive effect on both the productivity and the psychosocial environment of the organization, is also found positively by the supervised in the field of practice. When how the supervision is perceived by the supervised during the supervision practice within the management processes is determined, what the supervision practices aim and how they are done in the current situation can be revealed. It can be determined whether the theory finds a response in practice.

1.4. Aim and importance of the research

This research aims to determine the perceptions of teachers and administrators about current supervision practices and their views on how and for what purpose supervision should be carried out. So, with this research, applications were made about the supervision that the school administration is subject to within the scope of their administrative responsibilities and the teachers' responsibilities in the educational-teaching processes. The perceptions and needs of teachers and administrators about the situation of supervision practices and how supervision can be shaped are revealed in depth. This research contributes to effective and efficient functioning of school administration by providing up-to-date data for the field of education management and the implementation of the supervision step of the management processes. This research also provides up-to-date data for the places of supervisory practices in psychosocial environments of organizations in the field of organizational behavior.

1.5. Problem Statements

Problem statement is based on to determine the sample's perceptions of the current supervision practices and opinions on what kind of supervision is demanded. It is investigated under the headings of attitudes towards supervision, the purpose and consequences of supervision, comparing the existing and demanded circumstances.

Main problem:

What are the perceptions of teachers and administrators about current supervision practices and their views on how and for what purpose supervision should be carried out?

Sub problem 1: Does the level of satisfaction with being supervised differ between school administrators and teachers through current supervision practices?

Sub problem 2: Would school administrators and teachers be happy to be supervised if the supervision practices were as they wished?

Sub problem 3: Are there any differences between school administrators and teachers' perceptions of current supervision practices and their level of demand?

2. Method

Before the actual practice, suggestions for improvement on the items and options of the measurement tool were taken from volunteer school administrators, and opinions on content validity from a field expert academician were reached, and after it was concluded that the items asked what was demanded to be asked and that the options largely met the answers that could be given, the answers of the volunteer participants were collected online.

2.1. Study group

This research was carried out with 40 teachers, 17 vice principals and 24 school principals working in middle and secondary schools in Urla district of Izmir-TURKEY in the 2019-2020 academic year. In the analysis of the data, vice principals and school principals were combined as the school administration and compared with the teacher group.

2.2. Measurement tool

The study includes qualitative and quantitative data analysis in the descriptive research design, in which a measurement tool consisting of semi-structured and open-ended items was applied to the participants. In the first part of the measurement tool, the school administrators and teachers were asked questions to determine their attitudes about

current supervision practices in schools, and the second part asked about their views on how and for what purpose supervision practices are expected to be carried out.

2.3. Data analysis

In the analysis of quantitative data, arithmetic mean and standard deviation were used for multiple-choice items; whereas frequency and percentage distributions were used for items containing multiple data points. T-test analyses were used to describe and compare the perception levels and opinions of school administrators and teachers. Content analysis was performed in the evaluation of qualitative data.

2.4. Participant (subject) characteristics

Table 1. Participants' positions at school

Position at school	F	%
Teacher	40	49,4
Vice Principal	17	21,0
Principal	24	29,6
Total	81	100,0

Table 2. The sample's representativeness of the population

Position	Population	Sample	%
Teacher	363	40	11
School administrator	55	41	74,5

Table 3. School type-participant number by position

School Type	Participants (N)			
	Teacher	School administrators	n	%
Middle school	4	21	25	30,86
Secondary school	36	20	56	69,14
Total	40	41	81	100,0

Table 4. Distribution of participants by professional seniority

	f	%
10 years and less	19	23,5
11-19 years	21	25,9
20-24 years	20	24,7
25 years and above	21	25,9
Total	81	100

2.5. Sampling procedures

All of the 55 school administrators working in 14 middle schools and 6 secondary schools were tried to be reached without taking samples; 74.5% of the population was reached by participated 41 school administrators who volunteered. Since the research was planned based on comparison of opinions of the administrators and teachers, attention was paid to ensure numerical equivalence during the comparison of the groups. 40 teachers that could be reached represented 11% of the research population consisting of 363 people.

2.5.1. Measures and covariates

t-test analyses were used to describe and compare the perception levels and opinions of school administrators and teachers. Independent samples t-test analyzes were used for description of teachers' and school administrators' opinions on their perceptions of school administration's and teachers' supervision and their demanded supervision practices and for comparison of them to the independent variable of task. Paired samples t-test analyzes were used to determine whether there was a difference between the situational and desired perceptions of the participants about the supervision practices. Content analysis was performed in the evaluation of qualitative data; that was carried out for the written recorded answers to the open-ended questions, and the frequency of phrases with similar meanings was taken.

3. Results

3.1. Attitudes towards being supervised

Sub problem 1: Does the level of satisfaction with being supervised differ between school administrators and teachers through current supervision practices?

Table 5: Arithmetic mean, standard deviation and independent samples t test values related to the level of satisfaction with the current state of the inspection

Content of Item	Options and Scores of the Item	Groups	Number of people	Perception on the Current Status of Supervision		Difference between the baseline scores between the groups		
				N	X	S	sd	t
perceptions of teachers and administrators about current supervision practices.	-Not Satisfied (1)	School administrators	41	1,93	,721	79	1,739	,086
	-Partially satisfied(2)							
	-Satisfied (3)	Teachers	40	1,68	,572			

Independent groups t-test was performed. In the current situation of supervision, there is no significant difference between the perception levels of the teacher and administrator groups about the satisfaction of being supervised. The trend of the views of both groups indicates that; they are currently not satisfied with being supervised [t(79)=1.739, p>.05]. When the arithmetic mean and standard deviation values are examined, it may be revealed that the dissatisfaction with being supervised is stronger for teachers, and the attitude of school administrators towards being supervised is partially positive.

Sub problem 2: Would school administrators and teachers be happy to be supervised if the supervision practices were as they wished?

Table 6: The arithmetic mean, standard deviation and independent samples t test values related to the level of satisfaction with the demanded supervision practices

Content of Item	Options and Scores of the Item	Groups	Number of people	Opinion on the demanded functioning of the supervision		Difference of demanded functioning scores between groups		
				N	X	S	sd	t
Even if it is as demanded I would be happy to be supervised.	-Disagree (1)	School administrators	41	2,68	,471	79	1,668	,099
	-Neither agree nor disagree(2)							
	-Agree (3)	Teachers	40	2,48	,640			

According to the arithmetic mean values; although there is no significant difference between the answers of teachers and administrators to the question asked to determine whether they would be satisfied with being supervised; even though the supervision practices were as demanded by the participants [t(79)=1,668, p>.05], there is a tendency towards the partially positive level of the teachers and the positive attitude level of the administrators.

Sub problem 3: Are there any differences between school administrators and teachers' perceptions of current supervision practices and their level of demand?

Table 7: Paired samples t test results on the comparison of satisfaction levels of the supervision in the current state and demanded supervision method

Paired samples t-test	N	X	S	t	sd	p
Are you currently happy to be supervised?	81	1,80	,660	-9,231	80	,000*
Would you be happy to be supervised if the supervision was as you wish?	81	2,58	,567			

The findings reveal that the participants are not content with being supervised under current circumstances and they would only be partially satisfied with being supervised even if supervision is conducted on their own terms. In other words; when the situation and demand are compared, teachers and administrators stated that they were not satisfied with being supervised in the current situation, but they would be partially satisfied with being supervised if were as they demanded [$t(80)=9,231$, $p<,05$]. Another conclusion that may be drawn from here is that, even if it is determined by the supervised, the phenomenon of supervision is perceived as a negative factor for them.

3.2. Findings of content analysis

6 school principals, 11 vice principals and 7 teachers answered the open-ended questions asking about the current state of the supervision and what kind of supervision process is demanded.

Table 8: Participant views on the current state of supervision

	Teacher	Vice Principal	Principal
Opinions of the study group	f	f	f
It is carried out in a form of document inspection.	-	7	3
It is an ostensible application.	6	3	2
It is for searching for deficiency.	6	7	4
Political/union/ideological factors are effective in the evaluation.	4	3	2
It is unsystematic and short-lived, and there is no full evaluation.	5	4	1
Penalties are given easily.	5	9	-
Successful work is not rewarded.	4	8	-
Co-workers should not supervise each other.	3	2	5

It is seen that negative answers to the questions “What do you think about the current state of supervision practices? Can you define it with its positive and negative sides?” were received.

Table 9: Participant views on what kind of supervision process is demanded

	Teacher	Vice Principal	Principal
Opinions of the study group	f	f	f
Objective, evidence-based, reliable, based on measurable criteria, fair, guileless, impartial, free from union pressure and politics	7	9	5
Success should be based on competence in the field and on the follow-up of satisfactions of service-recievers	7	5	3
Based on expertise, competence in supervision matters	7	8	6
Training of people with teaching and administrative experience as supervisors, supervision by hierarchical superiors	4	7	4
Supervision should be continuous, should be done in short intervals.	6	4	4
It should be based on development through guidance	5	7	3
Supervisors should also be supervised	2	2	-

Responses indicating organizational development and suggesting continuous, guidance and development-based, etc.; and ones indicating trust and suggesting to be made by fair experts, non-political, evidence-based, etc. are given to the questions “What do you think about the current state of supervision practices? Can you explain them with their positive and negative sides?” which are asked to determine how the supervision is desired to be practiced.

4. Discussion

This research reveals that teachers and administrators are not satisfied with being supervised in its current situation; that they may be partially satisfied with being supervised, even if it is in a way as they demand; that, interestingly, all of the participants are against any absence of supervision; and that, in fact, it should be continuous throughout the academic year at both the administrative and teacher levels. Perceptions of the supervised in this direction suggest that process-oriented supervision, which in theory develops professional competencies and requires an ongoing practice throughout the process, is demanded, but this kind of supervision does not meet the one demanded by the supervised since it collects data based on ideas obtained from monitoring of the supervised for a limited time. These results are interpreted as supervision being a phenomenon that is perceived as highly undesirable for the

supervised even when supervision practices are completely designed by the supervised, but its absence is also undesirable for them.

Although teachers find the pre-announced in-class supervision more polite; they think that being observed for a lesson or even shorter creates a feeling of not being thoroughly evaluated. In addition, the fact that someone from outside participates in the course also causes the course not to be processed naturally as it is always taught. Participants have also emphasised matters such as the supervisor's expertise in the field of supervision, the supervisor and the supervised not being at the same hierarchical level, fairness, respect for personal characteristics and differences, belonging to a group or union not affecting the supervision process as other requirements.

Briefly, the fact of auditing is perceived as necessary and current audit practices are perceived as unnecessary. These results indicate that the practicing problems put forward by Toprakçı and Bulut in 2021 are also valid within the boundaries of this working group. Based on these research findings, it can be concluded that the supervised find supervision useful and necessary in a way that provides professional development, using many different data sources and applying reliable measurements. Based on these results, it is now clear that the supervision in organizations should be handled with the chaos management approach. Quantum theory, which is an approach at the base of chaos management and directed to explain the atom and subatomic world, has caused debates in the fields of science and philosophy since its emergence. The cause-effect relationship has been opened to discussion with this theory, and the most important consequence of this theory regarding the management and control process is that 'the observation process affects the observed' (Dikmen,İ., 2017:43). Since the organizations, which are complex systems, will change at any time with internal and external factors, even according to the dimensions of time and space (Erçetin,2001, Özcan, 2018), supervision practices made with the method of temporal section examination and document examination have become unnecessary today. Because we are faced with a structure that is constantly changing. Within this structure, there are relationships that include continuous feedback. Therefore, the results of this research support the research results of Dikmen, published in 2017, who stated that complex systems should be examined in a holistic structure and from a perspective in which all variables participate in the process.

With this research, it has been observed that the supervised frequently refer to the "trust" dimension, one of the psychosocial environment factors, in order for the supervision processes to positively affect the psychosocial environment of the school. In particular, teachers need to trust their supervision practices and its practitioners. It has been stated that there are possibilities that alienate the teacher from the phenomenon of supervision, such as the supervisor not being impartial, focusing on identifying the negativities, and including the teacher's extracurricular identity in the evaluation.

With this research, the perceptions and needs of teachers and administrators about the current situation of the supervision of the school administration, which they see within the scope of their responsibilities in the education-teaching processes, and how supervision can be shaped, have been revealed in depth.

Therefore, this research is important because it will contribute to effective and efficient functioning of the school administration by providing up-to-date data on the educational administration literature and the implementation of the supervision step of the administration processes.

5. Conclusions

It has been concluded with this research that the perception that the supervision processes, which are stated to improve the organization in theory and improve the administration processes and the psychosocial environment of the organization, are inefficient due to implementation problems and that they are unnecessary in their current form by the supervised. In addition, it has been concluded that the supervised find the supervision useful and necessary if it is spread throughout the process in a way that provides professional development, using many different data sources and reliable measurements are applied. Based on these results, it is now clear that supervision in organizations should be handled with an approach of management of complex systems in an environment of uncertainty.

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