

THE PERCEPTIONS OF EDUCATION INSPECTORS ABOUT THE CURRENT
INSPECTION SYSTEM AND EXPECTATIONS OF EDUCATION
INSPECTORS FROM A NEW INSPECTION SYSTEM: A CASE STUDY

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ABSTRACT

THE PERCEPTIONS OF EDUCATION INSPECTORS ABOUT THE CURRENT INSPECTION SYSTEM AND EXPECTATIONS OF EDUCATION INSPECTORS FROM A NEW INSPECTION SYSTEM: A CASE STUDY

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The purpose of this study is to examine education inspectors' opinions about the current inspection system and their expectations about the new inspection system. Hence this study focuses on determining problems of current inspection system based on education inspectors' views and aims to make a contribution to specify what is expected from a new inspection system by education inspectors. This study also triggers whether the new system addressed the problems of inspection system and the expectations of education inspectors will be met in the new inspection system. The sample of the study is consisted of 14 education inspectors in one of the developing provinces in Turkey. The qualitative data were collected through semi-structured interviews made up of open ended questions. According to the findings, the new regulation did not meet the major expectations of education inspectors such as inspection system's being bounded to Ministry directly, education inspectors'

having same economic rights with ministerial inspectors and well determined scope of duties. In conclusion, the new inspection system did not bring thorough solutions to the problems even though there were some positive changes about narrowing the scope of duties, unifying ministerial and education inspectors and giving back the ‘inspector’ denomination to education inspectors.

Keywords: Inspection, Educational inspection, Education inspector

ÖZ

EĞİTİM DENETMENLERİNİN VAROLAN TEFTİŞ SİSTEMİ İLE İLGİLİ ALGILARI VE YENİ BİR TEFTİŞ SİSTEMİNDEN BEKLENTİLER: BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı eğitim denetmenlerinin var olan teftiş sistemi ile ilgili düşüncelerini ve yeni bir teftiş sisteminden beklentilerini araştırmaktır. Bu amaçla, bu çalışma eğitim denetmenlerinin görüşleri doğrultusunda var olan teftiş sistemindeki problemleri ortaya çıkartmak ve denetmenlerin teftiş sisteminden beklentilerini belirlemeye odaklanmıştır. Ayrıca, bu çalışma yeni teftiş sisteminin problemlere çözümler getirip getirmediğini ve eğitim denetmenlerinin beklentilerini karşılayıp karşılamadığını belirlemeyi hedeflemektedir. Bu çalışmanın örneklemini Türkiye'deki gelişmekte olan şehirlerden birinde çalışan 14 eğitim denetmenini içermektedir. Nitel veriler açık uçlu sorulardan oluşan yarı-yapılandırılmış görüşme yöntemiyle toplanmıştır. Bu durum çalışmasının bulgularına göre yeni teftiş sisteminde ders teftişinin kalkması, iş yükünün azaltılması, bakanlık müfettişleri ve eğitim denetmenlerinin İl Milli Eğitim Müdürlükleri bünyesinde birleştirilmesi ve eğitim denetmenlerine “Maarif Müfettişi” ünvanının verilmesi gibi bazı değişimler

olduysa da, yeni sistem eğitim denetmenlerinin en önemli beklentilerini karşılamamıştır. Eğitim denetmenlerinin en önemli beklentileri ise teftiş sisteminin Milli Eğitim Bakanlığına bağlı olması, eğitim denetmenlerinin bakanlık müfettişleri ile aynı özlük haklarına sahip olması ve görev tanımının anlaşılır olması olarak belirlenmiştir, ancak yeni teftiş sisteminde bu beklentilerle ilgili değişimler olmamıştır.

Anahtar Sözcükler: Teftiş, Eğitim Teftişi, Eğitim denetmeni

This study is dedicated to all people who value and contribute to improvement of education.

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LIST OF ABBREVIATIONS

MONE	Ministry of National Education
PDNE	Provincial Directorate of National Education
I	Interview Number

CHAPTER 1

INTRODUCTION

This chapter provides information about the background and the purpose of the study, and then represents the significance of the study and definition of the terms including the relevant literature of the subjects, terms and concepts.

1.1 Background of the Study

Inspection system is an important component of education system and has important roles in increasing the quality of education. In Turkey, Educational Inspection System is in need of change in order to actualize an effective inspection. Aydın (2009) emphasizes the necessity of change of the inspection system, describes new paradigms relevant to the inspection system, and he states inspection system should be based on process evaluation instead of product evaluation in order to improve rather than control. Kocabaş and Demir (2009) underline that the current inspection system does not have objective criteria for inspecting and there are inconsistent practices between inspectors, and they point out the results of inspection are not used for performance improvement of the personnel who are being inspected. Another study draws attention to ambiguousness of assessment and evaluation criteria of inspectors and points out that the evaluation instruments (inspecting forms including 18 items), and evaluation approaches and techniques of education inspectors are not sufficient (Burgaz, 1995). Karapınar (2009) expresses education inspectors' not attaining inspection roles because of having many different duties.

Also, it is stated that the scope of duties of education inspectors is very wide and ambiguous, and this problem decreases the effectiveness of education inspectors (Kayıkçı & Şarлак, 2013). According to Province's Administration Regulation (1949) article number 9/g, Governor of the Province has the authority to assign education inspectors for several duties and education inspectors' being bounded to both Provincial Directorate of National Education and the Governor of the Province is another problem for education inspectors (Kayıkçı & Şarлак, 2013).

Turkish Educational Inspection System has many problems in terms of working conditions of education inspectors. A study yields worthwhile results marking that 36% percent of inspectors think that inspection system does not reach its goals and 87% of education inspectors believe that in-service training program does not reach its aims (Şahin, Çek, & Zeytin, 2011a). Can (2004) indicates that the problem of lacking quality and discontinuity of in-service training of education inspectors decrease the effectiveness of the inspection system. Besides this, education inspectors feel high levels of emotional burnout which is related to their expectations from their profession's not being satisfied (Polat, 2010; Polat & Uğurlu, 2009). Also, in one of the studies job satisfaction of education inspectors and ministerial inspectors was compared and it is declared that there is a significant difference between job satisfaction of education inspectors and ministerial inspectors, and education inspectors feel lower levels of job satisfaction in many dimensions such as working conditions, human relationship, accordance and respect, economic opportunities, organizational structure and career opportunities (Kayıkçı, 2010).

The problems of inspection system related to investigations were determined and it was identified that inspectors have to tackle with innominate and needless petitions and it is added that although the responsibilities of education inspectors are high; their autonomy is very restricted so that they have to get permission for investigation and inquisition separately (Beyhan, 2009). Also, Beyhan (2009) states education inspectors are meddled by local administrators or political groups during the investigation process. These problems make education inspectors' investigation and inquisition duties difficult and sometimes they cannot make decisions objectively.

Furthermore, Memduhoğlu and Taymur (2009) focus on the problems of personnel rights of education inspectors and they stated that there should be legal arrangements about personnel rights of education inspectors. It was also stated that education inspectors do not benefit from personnel rights fairly although they have difficult working conditions and heavy workload, and there were problems about education inspectors' not receiving payments such as travelling expenses or daily fees adequately and on time. Similarly, Dağlı (2006) identified one of the most challenging problems of education inspectors as inadequate socio-economic opportunities.

A new inspection system is going to be operated soon, and this study aims to identify main problems of the inspection system and reveal expectations of education inspectors from a new inspection system. So far, the deficiencies of educational inspection system were addressed and considering all of the information provided above, it can be stated that Turkish Educational Inspection System has many problems related to organizational structure of the inspection system, inspection processes, definition of duties of education inspectors, in-service training of education inspectors, regulation concerning inspection system, personnel rights and working conditions of education inspectors. The inspection system does not serve its purpose due to these problems and it is necessary to reorganize the system for it to function efficiently.

1.2 Purpose of the Study

This study examines education inspectors' perceptions about the current inspection system and their expectations from a new inspection system. In the near future, there is going to be a planned change in the inspection system. Due to this planned change, it is suitable time to capture what is thought of the current system and what is expected from the new system. Before the implementation of the new regulation concerning educational inspection system, it is important to figure out problematic issues of the current system. Additionally, this study aims to find answer whether the education inspectors believe a new inspection system will address the problems they face within the current system and meet their expectations from the new system. To this end, the problematic issues of inspection system emerges around

the definition of duties, organizational structure, regulation, personnel rights, in-service trainings and working conditions of education inspectors.

Another purpose of this qualitative case study is to attract attention to the problems of education inspectors working in developing provinces since they may face different problems compared to education inspectors working in more developed provinces. In other words, this is a case study which aims to reveal difficulties of working in provincial places from the point of view of education inspectors. Also, I aimed to arrive at a definite picture about the problems of educational inspection system in developing provinces; hence I intended to include all education inspectors as much as possible working in the same developing province in order to examine a case study. I decided to conduct the study in one of the developing provinces of Turkey and renamed this province as “D Province” in order to provide confidentiality. D Province would represent specific problems of other developing provinces since it is a transition point and has a medium socio-economic level (Albayrak, 2005) representing other provincial cities of Turkey.

Based on this aim, this study attempts to find answer to the following research questions:

Research Questions:

1. “How do education inspectors evaluate the current inspection system as they experience it?”
2. “What do education inspectors expect from a new inspection system?”

1.3 Significance of the Study

This study attempts to specify main problems of the inspection system and it will trigger what is expected from a new inspection system by education inspectors. Because the results of this study will serve to find possible solutions to specified problems concerning the inspection system, this study is worth conducting to help amendment of the inspection system and to make a contribution to improvement of the education system.

A new regulation concerning inspection system will be implemented in the near future and before the revelation process, it is necessary to conduct a study for specifying problems of inspection system. Also, this study was carried out before the

new regulation's being operated and results of this study is helpful to identify whether the new system will eliminate problems and meet expectations of education inspectors.

This study also brings to light that whether education inspectors, who are the addressee members of the system change, believe a new system will really serve for the inspection process to function better. Relevant studies capture that education inspectors want changes in the system (Altun & Memişoğlu, 2010) and this study will bring out that what kind of changes education inspectors expect when the new regulation is implemented. As a result, it is important to conduct a study to discover education inspectors' ideas and expectations before the implementation of the new system. Besides this, the current study will help identify problems of education inspectors working in provincial cities, since there may be differences between provincial and more developed cities in terms of working conditions. Even though this is a case study handling the problems of education inspectors in D Province, the results of this study will facilitate understanding similar problems of other cases since the results regarding a case study is expected to generate examples and experiences for understanding similar situations (Yıldırım & Şimşek, 2013).

1.4 Definition of the Terms

In general, inspection is the process to control practices of institutions for providing public benefit (Bursalıoğlu, 2010). What's more, inspection is comparing applications and plans in order to determine deficiencies, identifying reasons and providing solutions (Taymaz, 2011). On the other hand, educational supervision is "a synchronizationed technical and social process which affects educational programs at all points" (Taymaz, 2011, p.5). At this point, educational inspection and educational supervision are separated from each other because educational inspection is the occupational guidance and assistance which is provided for all levels of education whenever it is needed (Taymaz, 2011). In this study, although "education supervisor" denomination is currently valid, I decided to use the previous denomination which was "education inspector" because it is more understandable and familiar for the reader.

Further, the constitutive definition of inspector is “An official employed to control whether institutions work in accordance with laws and regulations” (Turkish Language Institution). The operational definition of education inspector is the personnel who inspect educational institutions based on the relevant regulations and guidelines (Taymaz, 2011).

Ministry of National Education is responsible of educational inspection based on the The Law of Basic Education (MONE, 1961). The Board of Guidance and Inspection Institution is the central organization which fulfills the inspection of public and private education institutions in all provinces and districts on behalf of MONE (Taymaz, 2011). Additionally, education inspectors work under the organization of Province’s Board of Inspection Institution which is bounded to Provincial Directorate of National Education in provinces (Taymaz, 2011).

So far, necessary terms are defined in order to make the study understandable. Next section includes factors which motivated me for conducting this study and my thoughts related to inspection system.

1.5 My Motivation for the Study

I want to conduct this study since I have estimation about inspection system’s not functioning effectively. During my teaching career, I experienced inspection processes and there were differences between education inspectors who have visited my classroom. While some of the education inspectors expected portfolios including official reports of the meetings, documents and educational plans; others did not even asked about the portfolio but they made some suggestions or criticism. As a result, when education inspectors came to visit our schools, I and my colleagues became stressed because of not knowing what is expected from us. Such expectations triggered me to investigate the inspection system. I wanted to discover the problems of the system and also some possible solutions. Also, I was aware of education inspectors’ having difficult working conditions and the problems emerged from the structure of the system so that they may not be able to maintain consistent implementations based on standard criteria. Therefore, I wanted to gain inside information from education inspectors in their working environment. I wanted to understand what difficulties education inspectors faced during the inspection process

and how an inspection system they are expecting. When I learned there is going to be a change in the system, I wanted to conduct this study in order to compare the current system and the new system.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter first educational inspection is discussed including organizational structure of the inspection system, inspection models, the process for becoming an education inspector and scope of duties of education inspectors based on the relevant regulations. Because of the fact that in Turkey educational inspection is fulfilled by two separate institutions as Education Inspectorate and Ministerial Inspectorate, both of those institutions are defined and the differences between education inspectors and ministerial inspectors are determined. Apart from this, main problems of Turkish Educational Inspection System are described; then need of change of the Turkish Educational Inspection System is argued. Lastly, the summary of the review of the literature is represented.

2.1 Educational Inspection

For educational systems, inspection is considered necessary owing to the assumption of teachers' not being fully prepared to teach by the time they complete their education and teachers' being in need of assistance to make changes since change is desirable and inevitable for education (Oliva & Pawlas, 2001). Sullivan and Glanz (2009) evaluated inspection as the center of development of education and introduced a definition: "Inspection is the process of engaging teachers in instructional dialog for the purpose of improving teaching and increasing student achievement." Lovell and Wiles (1983) viewed inspection from an instructional perspective and denoted that inspection serves the purpose of improving curriculum

and instruction in order to improve the quality of education. Glickman, Gordon and Ross-Gordon (2004) considered inspection as the glue for successful schools in case inspectors support teachers so that schools can reach their goals. Therefore, inspection has an important role on attaining the educational objectives of schools since inspection is a guide for educational institutions to provide higher quality of education.

The purpose of inspection is specifying whether working people fulfill their duties in accordance with relevant laws and regulations and applying legal actions when necessary (Taymaz, 2011). According to Aydın (2011), main aims of inspection are improving the system process, determining the degree to which an organization achieves its goals and taking the necessary precautions for the system to function more smoothly. Nonetheless, educational inspection fosters improvement of education and includes actions which are specified by the organization formally and it facilitates attaining the objectives of the organization through affecting behaviors of educators directly (Gökçe, 1994). Thus, inspection helps the organization to perceive the deficiencies of the school system and taking necessary precautions for eliminating the deficiencies. Therefore, inspection is a key tool to improve education.

Modern educational inspection is described as: It aims to improve teaching and learning process by having the qualities of being scientific, motivational, analytic and connective (Aydın, 2011). Basic principles of modern educational inspection are: (1) It has specified goals, (2) it is based on democratic leadership, (3) it takes into account existing structures and conditions (4) it is based on cooperation, (5) it is based on sharing of responsibilities, (6) it gives importance to positive relationship between inspectors and inspected staff (Aydın, 2011; Taymaz, 2011). Taymaz (2011) added one more basic principle and stated that modern educational inspection reaches its purposes to the extent that the inspected staff accept and adopt inspection and believe the necessity and effectiveness of inspection.

According to the 10th article of the 27974 numbered regulation, the responsibilities of education inspectors are specified as: Investigating whether the basic aims of Turkish National Education are achieved in institutions and organizations, determining deficiencies and making a contribution to the training of

employees about those deficiencies according to the relevant laws and regulations (MONE, 2011a).

In this section educational inspection was explained, the purpose and the necessity of educational inspection were deliberated. Then, the responsibilities of education inspectors were specified. In the following part, organizational structure of the inspection system is represented.

2.1.1 Organizational Structure of the Inspection System

In this section, the key elements of organizational design are briefly reviewed and then the organizational structure of the inspection system is explained with its current location among the central organization of MONE.

Firstly, specialization is the degree to which duties are divided within the organization (Vroom, 2001). In organizations which have extensive specialization, each employee fulfills only a narrow range of duties whereas if specialization is low, employees fulfill a wide range of duties in their jobs (Daft, 2013).

Departmentalization refers to the process in which an organization is structurally divided by unifying jobs with departments based on some mutual characteristics (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). Functional departmentalization has advantages such as employees performing similar duties to work together, departments can be staffed by experts in that area and decision making and coordination become easier (Lunenberg & Ornstein, 2012). On the other hand, functional departmentalization may have disadvantages such as organizational goals may be sacrificed in favor of departmental goals (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011), communication and coordination within departments may be difficult or conflicts may emerge within the departments (Lunenberg & Ornstein, 2012).

Chain of command refers to “the system of hierarchical reporting in an organization” (Jones, 2007, p.36). According to Daft, (2013) in organizations with strong hierarchical authority, there is a vertical structure and formal chain of command.

An organization is centralized when decision making is kept at superordinates on the other hand; it is decentralized when decisions are delegated to other levels of

the organization (Daft, 2013). Decentralization has advantages such as effective use of human resources, decreases the workload of superordinates, ensures decisions are made by personnel with technical knowledge and provides rapid response to external changes (Lunenberg & Ornstein, 2012). However, decentralization may have some disadvantages such as decentralizing authority involves losing control and each autonomous unit may have potentially high cost of duplication (Gibson, Ivancevich, Donnelly Jr & Konopaske, 2011).

Span of control means “the number of subordinates a manager directly manages (Jones, 2007, p. 124). It would be preferable when span of control is stronger at lower levels in an organization than at higher levels because subordinates in lower levels perform routine activities and they can easily supervised at lower levels (Lunenberg & Ornstein, 2012).

Turkish educational system has a central structure and the central organization of the Ministry comprises “the Ministerial Office, the Board of Education and Discipline, main service units, advisory and supervisory units, auxiliary units and the Project Coordination Centre established at the approval of the Minister” (MONE, 2005, p. 11). Figure 1.1 represents the organizational structure of the Ministry of National Education.

ORGANIZATIONAL STRUCTURE OF MINISTRY OF NATIONAL EDUCATION

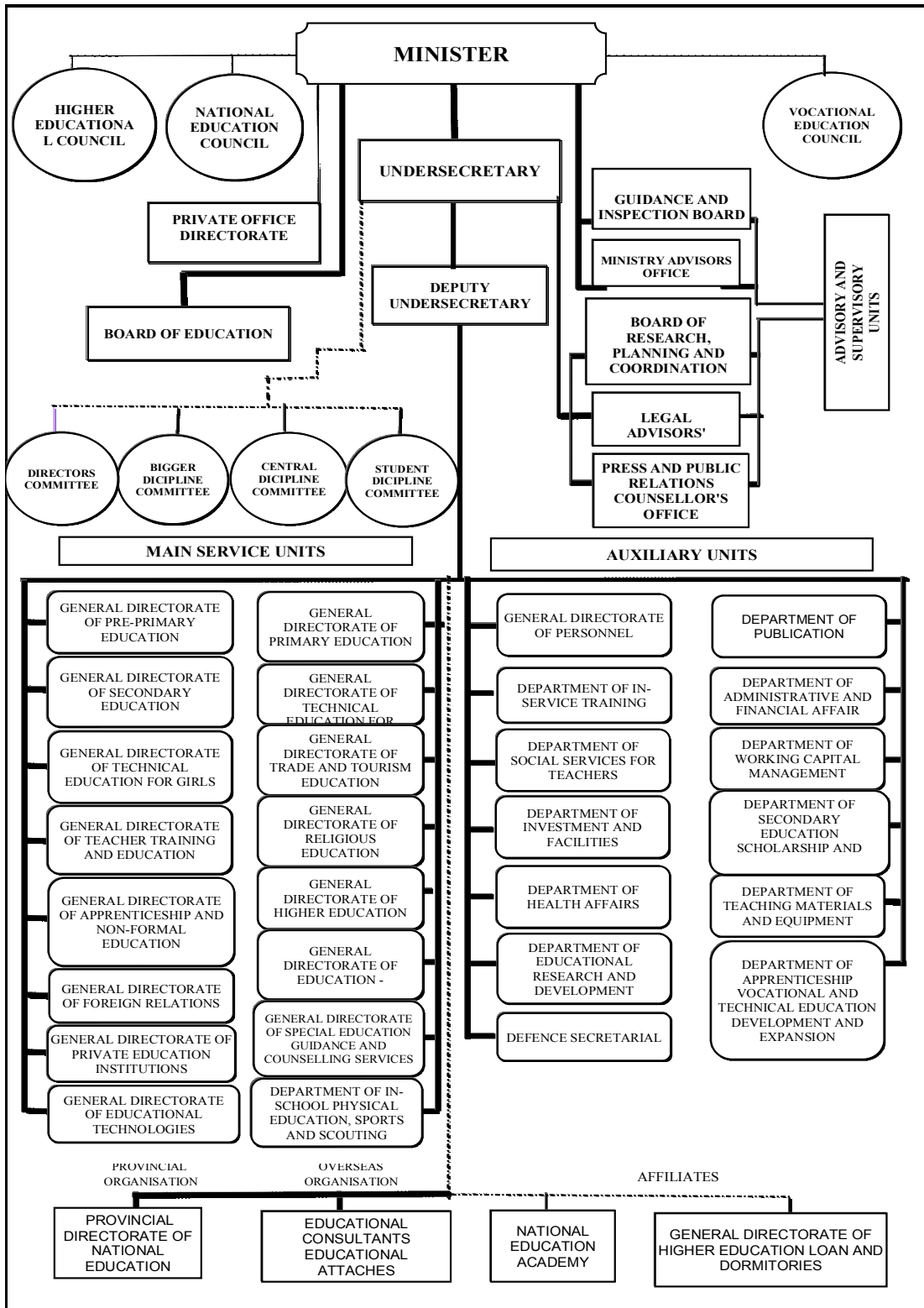


Figure 1.1 *Organizational structure of the Ministry of National Education (MONE, 2005, p.12)*

Within the organizational structure of the MONE, education inspectors take place under Provincial Directorate of National Education (MONE, 2011a) and ministerial inspectors take place under Guidance and Inspection Board (MONE, 1993). “Board of Inspection Institution” is responsible to carry out inspection of institutions within the provinces and it is organized under the Provincial Directorate of National Education. According to the 4th article of the regulation numbered 27974 which is concerned with education inspectors, it is determined that inspection system is formed of Board of Inspection Institutions in each province that consists of a chairman and a vice-chairman of the inspection board, inspection groups and education inspectors, and each inspection group includes a head of the group, education inspectors and assistant education inspectors (MONE, 2011a).

In this section the organizational structure of the central and provincial organization of MONE were reviewed. In the next section, inspection models are explained.

2.1.2 Inspection Models

There are several inspection models and each of them takes part in education relying on different assumptions, philosophies, purposes and processes, and inspection is overviewed in categories such as: (1) Scientific Inspection, (2) Developmental Inspection, (3) Instructional Inspection and (4) Clinical Inspection (Aydın, 2008). Lovell and Wiles (1983) indicated that scientific inspection requires predetermined objectives and achieving those objectives in the best way through scientifically established practices, and they specified the function of inspector as evaluating to what extend does the teacher carry out the specifications. However, Bursalıoğlu (2010) denoted that the main goal of scientific inspection is shaped around getting higher efficiency and social, psychological needs of school administration had been neglected in this inspection model through treating schools as factories and attending students as raw materials. Scientific inspection is criticized because this model neglects the individualistic differences of people.

Developmental inspection model is thought to be more humanistic since this model takes into account the individualistic differences and developmental process of individuals. Developmental inspection as: “Inspector moves from more to less

control and toward more decision making responsibility on the part of teachers” (Glickman, Gordon & Ross-Gordon, 2004). In developmental inspection, teacher development seems to be the critical function of inspection. Developmental inspection gives importance to stages of developmental process of teachers, hence takes into consideration the individualistic differences of teachers and he inserted the stages of implementation of developmental inspection as: (1) Deciding the most appropriate inspection practice at the beginning. (2) Applying the selected inspection behavior and (3) providing the improvement of teacher (Aydın, 2008). The main idea lying under those three steps is that inspection is based on the developmental characteristics of teachers and education inspectors are responsible to choose the best inspecting way to help self-improvement of teachers.

Apart from this, Sergiovanni and Starrat (2007) described instructional inspection as providing assistance to teachers in developing their capacities towards enhancing the opportunity and the capacity of schools to contribute more effectively to students’ academic success. Although instructional inspection have similarities with developmental inspection such as helping teachers in order to improve education, instructional inspection takes into account providing high quality learning atmospheres for education. In other words, instructional inspection aims to help teachers not only individually but also in the group through compassing the cooperation of teachers, inspectors and also students (Aydın, 2008).

Additionally, clinical inspection situated its place more dominantly in Turkish Educational Inspection System beginning with 1970-1980s (Beycioğlu & Dönmez, 2009). Aydın (2008) justified that clinical inspection internalizes interactive and democratic practices rather than authoritative; teacher centered and collaborative rather than control centered. Gordon (2005) underlined that the purpose of clinical inspection is to help teachers and to “provide a framework in which many learning and communicative styles are possible and refrains from imposing any one style upon teachers” (p.223). Clinical inspection does not restrict inspection to the inspector solely, but also includes self-analysis and self-direction of teachers and considers teachers capable of evaluating their own performance (Sullivan & Glanz, 2009). The cycle of clinical inspection includes (1) Pre-observation conference, (2) Observation, (3) Analysis and strategy, (4) Post-observation conference and (5) Post-

observation analysis (Hopkins & Moore, 1993). Clinical inspection gives major importance to teacher participation and one of the distinctions of clinical inspection from other inspection models is that; inspector shares observation notes with the observed teacher (Yalçınkaya, 1993). Consequently, for clinical inspection, giving feedback is regarded as the core element of the inspection process and inspection is evaluated as a process necessitating teacher participation and the cooperation between teacher and inspectors.

Clinical inspection also has a function of monitoring and inspecting in a standard environment in order to enforce teacher allegiance to the curriculum and this function has a positive effect on dealing with loose coupling (Pajak, 2001). Pajak (2001) defined “loose coupling” as a term describing the weakness or relative lack of control, coordination, influence and interaction within events or components within a system. According to Pajak (1979) loose coupling of educational organization makes ensuring the equitable quality of processes and outcomes of instruction difficult. Pajak (2001) suggested that in order to compete with loose coupling, specifying educational standards seems to be necessary to improve quality of education through reducing the variation in curriculum and quality of instruction from school to school. Holland (2005) conducted a study on specifying standards in inspection process and claimed that successful inspection evaluates teachers by using data obtained from multiple sources and ensures teachers about the clarity of evaluation policies, goals and outcomes. Whereas, there are not specified standards in educational inspection system of Turkey and each education inspector may request different practices during the inspection process (Kazak, 2013). Hence educational inspection system’s lacking specified standards make applying clinical inspection difficult.

Moreover, Holland (2005) attracted attention to the necessity of collaboration and partnership within inspectors and teachers, and stated that successful supervision “ties evaluation of teaching both to individual teachers’ professional development goals and to school improvement goals” (p. 147). Therefore, inspecting teachers should not be restricted with one hour of classroom observation as it is in Turkish Educational Inspection System, but have to be a process that inspectors can evaluate teachers by using multiple data sources in a collaborative way.

Finally, another inspection model is differentiated inspection model that was introduced by Allan A. Glatthorn in 1980s (as cited in İlğan, 2010). Differentiated inspection model submits helping teachers to arrive at the ability of using their potential in the best way and this model accentuates professional development of teachers (İlğan, 2010). Differentiated inspection model submits a different professional development approaches for teachers and acknowledges teachers have control over their own professional development (Aydın, 2008). The difference between clinical inspection and differentiated inspection is teachers are more authorized in differentiated inspection because differentiated inspection maintains that teaching is a profession and teachers have the power of self-improvement through the feedback they receive from administrators, education inspectors, students and colleagues (Aydın, 2008).

In Turkey, clinical inspection is favored because of its applicability to Turkish Educational Inspection System. Yalçınkaya (1993) evaluated clinical inspection coherent with Turkish Educational Inspection System and suggested that clinical inspection aims to improve education and this aim is actualized through three steps: pre-observation, classroom observation and post observation. Clinical inspection is based on the process which requires participation of teachers during the inspection and education inspectors' promoting positive attitudes of teachers (Balcı, 1987; Yalçınkaya, 1993). On the other hand, Turkish Educational Inspection System is mainly based on product-based evaluation rather than process-based evaluation (Aydın, 2009). Özmen (2000) figured out that education inspectors apply clinical inspection at medium levels but they are ready and willing to apply clinical inspection at higher levels, and they desire a new inspection system actualizing principles of clinical inspection effectively. The study of Özmen (2000) indicated implementation of clinical inspection has deficiency in practice although education inspectors want to use this model effectively during the inspection process.

In the next part, the requirements and the procedure for becoming an education inspector will be revealed based on the relevant regulations.

2.1.3 The Process of Becoming an Education Inspector

In this section, the process of becoming an education inspector was explained based on the relevant regulations. The term of ‘Assistant Inspector’ was firstly introduced in the Education Inspectors’ Regulation of 1991 (Yıldırım, 2006). According to Education Inspector’s Regulation numbered 27974, article number 7; appointment of education inspections are executed by Ministry of National Education. Assistant inspectors are selected through a written examination which is organized by a commission under the leadership of Assistant Secretary and consisted of the Chairman of the Board of Guidance and Inspection Institution, Primary Education Head Manager, Personnel Head Manager and a Head Inspector of a province nominated by the Assistant Secretary (MONE, 2011a). Based on the relevant regulation; requirements of candidacy for being an assistant inspector are: To have earned a bachelors degree, currently holding a position in Ministry of National Education, not being older than 40 years of age and being a teacher at least for eight years (with the requirement of working for three years in Public Schools) (MONE, 2011a). The written exam covers Turkish Republic Constitution, general terms, basic competencies and responsibilities, basic organization of the Government, general knowledge and knowledge of the teaching profession, special discipline knowledge and Education Inspectors’ Regulation. Candidates who earn 70 points from a possible 100 points in the exam are qualified to enter the oral examination and after the two-step examination, assistant inspectors are appointed by Ministry of National Education (MONE, 2011a). Assistant inspectors are required to attend in-service training for three years that is made up of preparatory education, training education on profession and theoretical education. Assistant inspectors work under the supervision of a guide education inspector assigned by the chairman of the Province’s Board of Inspection Institution. After the in-service training, assistant inspectors are selected for competence examination and assistant inspectors who receive 70 out of a possible 100 points are appointed as ‘Education Inspectors’ (MONE, 2011a).

In this section the appointment and training conditions of education inspectors were explained based on the 27974 numbered regulation. Next section includes scope of duties of education inspectors and also puts an emphasis on the

problems of the current regulation in terms of determination of duties of education inspectors.

2.1.4 Scope of Duties of Education Inspectors

Inspection has to be a planned activity and the basic purposes of inspection have to be identified in order to determine how to attain those purposes (Taymaz, 2011). Main purpose of inspection could be specified as investigating functions of schools whether they are operating appropriately with institutional aims and taking the necessary precautions for the school system to achieve its purposes (Su, 1974). In Turkey, inspection of primary schools is carried out by education inspectors. Missions of education inspectors are identified as (1) Inspecting, (2) Career assistance & guidance, (3) Observing & investigating (Taymaz, 2011). Duties of education inspectors would be summarized as annual inspection of the institution including inspecting school principals, teachers and other personnel at primary schools, inspection of examinations, courses and seminars following a formal request, official investigations and inquiries (MONE, 2005). Taymaz (2002) identified four dimensions of inspection: (1) Duties: Investigation, supervision and evaluation, guiding and career help. (2) Process: Identifying problems, making suggestions and providing improvement. (3) Characteristics: Management, leadership, instructing, being objective, trustworthiness and common sense. (4) Attitudes: Orienting, giving direction, motivating and judging. According to Education Inspectors' Regulation numbered 27974, responsibilities and duties of education inspectors are defined as (1) Carrying out responsibilities concerning: guidance, on-the-job training, inspecting, investigation, evaluation and inquisition, (2) Investigating institutions and principals, teachers and other working people in those institutions in accordance with orders and making inquiries when necessary and (3) Ensuring the continuation of compulsory education and making recommendations to parents and school principles in order to guaranty continuance of school-aged children to complete compulsory education (MONE, 2011a).

In addition to this, Özmen and Şahin (2010) determined that the current regulation is out-dated and includes vague expressions in terms of scope of duties. Previous studies emphasized that the current regulation is not definite and contribute

to confusion during the inspection process (Altun & Memiřođlu, 2010; Kayıkçı & řarlak, 2013). Hence, the scope of duties of education inspectors is not well determined in the current regulation and may result in different practices within education inspectors.

In this section, scope of duties of education inspectors were reviewed including some of the problems related to this issue. In Turkey, inspection of educational institutions are arranged by two separate inspection institutions, and in the next section, this separate inspection systems will be explained and compared.

2.1.5 Differences between Education Inspectors and Ministerial Inspectors

In Turkey, inspection of educational institutions is maintained by two distinct institutions comprising Educational Inspectorate and Ministerial Inspectorate. Education inspectors are responsible for inspecting primary education institutions and ministerial inspectors are responsible for inspecting secondary education institutions. Education inspectors are bounded to Provincial Directorate of National Education and ministerial inspectors are bounded to MoNE directly. Ministerial inspectors' job definition, duties and responsibilities are stated in Ministry of National Education Board of Inspection Regulation (MONE, 1993). In the mentioned regulation, article number 5 and article number 6 indicate that ministerial inspectors work under the supervision of the Minister of National Education, the center of ministerial inspectors is in Ankara and there are other working centers in İstanbul and İzmir (MONE, 1993). Duties of Ministerial Inspectorate were connoted in the article number 7/a as: Fulfillment of inspection, examination, investigation missions at Ministry of National Education's institutions in provinces, rural areas and out of the country on behalf of MoNE (MONE, 1993).

In 1991-1992 education term, middle school teachers have begun to be inspected by education inspectors instead of ministerial inspectors (Memduhođlu et al., 2007) As a result, workload of education inspectors increased with the increasing number of schools and teachers. Thus, the number of education inspectors which were in the system was no longer sufficient to fulfill all of their responsibilities. Inspection of education's being separated into two distinct institutions as 'ministerial inspectorate' and 'education inspectorate' contributes to problems for not only the

integrity of the mission but also for relevant research and publications (Yalçınkaya, 1990). There are many differences among ministerial inspectors and education inspectors (Kayıkçı, 2005). Yalçınkaya (1990) summarized these differences and emphasized that ministerial inspectors and education inspectors are bounded to different institutions which are Ministry of National Education and Provincial Directorate of National Education respectively and there are differences in terms of job definition, duties, missions and personnel rights as well. Kayıkçı (2005) made a comparison between ministerial inspectors and education inspectors and indicated that education inspectors perceived higher levels of structural problems about the institution whereas they perceived lower levels of job satisfaction. Education inspectors interpret being separated into two different institutions as discrimination within ministerial inspectors and education inspectors although they work for similar purposes (Kayıkçı, 2005). The discrimination between education inspectors and ministerial inspectors is inconsistent with the equity theory of motivation which assumes that “an individual judges the fairness of his own and others’ rewards solely in terms of merit principle” (Leventhal, 1980, p. 28). Therefore, the fairness between the outcomes of education inspectors and ministerial inspectors receive would result in the reduction of motivation of education inspectors. Due to this situation, education inspectors request to be unified with ministerial inspectors and to be bounded to Ministry of National Education (Dağlı, 2006).

In this part differences between ministerial inspectors and education inspectors were deliberated that was one of the problems of Turkish Education Inspection System and in the following part, main problems of the inspection system will be discussed.

2.2 Main Problems of Turkish Educational Inspection System

In this section, main problems of the inspection system were revealed. Taymaz (1995) investigated problems of inspection system and identified four main problems: (1) Basic goals and policies of inspection of institutions are uncertain (2) Vagueness in the regulation concerning educational inspection. (3) The process of training, selection and appointment of inspectors is ambiguous and (4) the number of inspectors is inadequate. Another study generates uncertainties regarding the

regulation concerned with education inspectors and it is stated that duties and responsibilities of inspectors are indefinite, and enclose a wide working area including inspection of driving courses, special education institutions, private schools or Quran courses (Kayıkçı & Şarлак, 2013). Province's Administration Regulation (1949) article number 9/g indicates that Governor of the Province has the authority to assign education inspectors for duties apart from primary education institutions. Akbaba (2011) compressed scope of duties of education inspectors as: All public and private primary schools, special courses, special education schools, mass education courses like driving courses, national education centers, guidance and searching centers, teacher's guesthouses, teacher's local headquarters and social facilities, evening art schools, Quran courses and all other institutions delegated by the Governor of the Province. Thus, description of duties of inspectors comprises many different areas and being connected to both Provincial Directorate of National Education and Governor of the Province is regarded as an important problem by education inspectors (Dağlı, 2006; Güteryüz, 2009; Kayıkçı & Şarлак, 2013). Kayıkçı (2005) brought out that inspectors' being bounded to Provincial Directorate of National Education and Governor of the Province has a negative influence on education inspectors' job satisfaction because of vagueness of duties and responsibilities. Dağlı (2006) pointed out that education inspectors are required to make many investigations and cannot fulfill guidance and on-the job training roles because of the broad scope of duties.

In this section, main problems of the inspection system were pointed out and the next section includes studies regarding inspection system.

2.3 Studies about Turkish Educational Inspection System

In this section, studies concerning Turkish Educational Inspection System are reviewed and discussed. First of all, there are many quantitative studies regarding educational inspection system in Turkey. The study of Dağlı (2006) is one of the quantitative studies that revealed the problems education inspectors face in their profession and life. This study included 77 education inspectors working in the Eastern Region and Southeastern Region of Turkey and the major problems were identified as socio-economic problems of education inspectors, local structure of the

inspection system and problems about the investigation roles of education inspectors (Dağlı, 2006). Arabacı and Akar (2010) conducted a quantitative study to determine professional burnout levels of education inspectors, included 175 education inspectors from Ankara, 52 education inspectors from Malatya and 15 education inspectors from Muş. In this study, data were collected through surveys and it was concluded that education inspectors experience professional burnout at medium levels (Arabacı & Akar, 2010). Another quantitative study investigated main problems of the inspection system before the restructuring process and identified the main problems as burdensome workload, insufficient in-service courses and problems related to the status of education inspectors (Güleryüz, 2009). While these studies help identify the extent to which education inspectors face different types of problems, they do not provide in depth information about how these problems are experienced by the inspectors themselves and how they assess the impact of these problems on both the inspection process and Turkish Education System. In all fairness, qualitative studies provide “preference for holistic description of complex phenomena while quantitative studies provide “preference for breaking down complex phenomena into specific parts for analysis” (Fraenkel & Wallen, 2006, p. 430). Therefore, qualitative studies would be favorable for gaining a complete understanding about the problems of inspection system and working conditions of education inspectors.

Terzi (1996) conducted a study and brought to light problems of education inspectors in Ankara and stated that education inspectors’ authority and the sanctions they administered were not satisfying and there is an imbalance between the scope of duties of education inspectors and the contribution they are expected to make to the decision making processes in the organization. Apart from this, Saritaş (2009) investigated the in-service training needs of education inspectors in Bursa and this quantitative study highlighted that education inspectors are in a need of effective in-service courses.

One of the studies investigated the structural problems of inspection system and made a comparison between the job satisfaction of ministerial inspectors and education inspectors (Kayıkçı, 2005). The sample of this quantitative study included 278 ministerial inspectors and 3014 education inspectors working in 21 provinces

(Kayıkçı, 2005). Kayıkçı (2005) included both developing provinces and other provinces in his study and pointed to the fact that education inspectors have lower levels of job satisfaction compared to ministerial inspectors showing that it is important to explore the experiences of education inspectors particularly in developing provinces. Even though there were studies regarding education inspectors in more developed metropolitans like Ankara, İstanbul, Bursa, Adana or Samsun (Güteryüz, 2009; Oğuz, 2010; Sarıtaş, 2009; Terzi, 1996); there were limited studies that take in hand education inspectors in provincial cities.

Furthermore, there were some qualitative studies conducted regarding the educational inspection system and most of these studies used surveys and question forms. For instance, the qualitative study of Altun and Memişoğlu (2010) aimed to explore the opinions of education inspectors regarding the restructuring of the inspection system. This study included 148 education inspectors working in 17 different provinces and claimed that education inspectors desired improvement in personnel rights, in-service training courses and appointment conditions (Altun & Memişoğlu, 2010). Additionally, this study captured that education inspectors want to be included in the decision making process during the restructuring process of the inspection system (Altun & Memişoğlu, 2010).

Şahin, Çek and Zeytin (2011a) conducted a qualitative study to investigate contentment and discontentment of education inspectors. In this study, data collected from 104 education inspectors from different provinces through question forms. The results of this study indicated that education inspectors think they are not valued adequately since they cannot make decisions objectively because of super ordinates' intermeddling them and they are not pleased about being bounded to Provincial Directorate of National Education (Şahin, Çek & Zeytin, 2011a). Özdemir and Özan (2013) also conducted a qualitative study and investigated the effect of the “supervision denomination” of education inspectors on the job satisfaction and motivation levels. This study included 44 education inspectors working in Malatya and Bingöl (Özdemir & Özan, 2013). The results of this study indicated that education inspectors are not pleased about their personnel rights and having “supervisor” denomination (Özdemir & Özan, 2013). Another qualitative study was conducted to investigate problems education inspectors face while inspecting

institutions and 24 education inspectors in Kütahya were participated in this study (Karaköse, Aslan & Kılıç, 2009). Karaköse, Aslan and Kılıç (2009) identified main problems education inspectors faced while inspection of institutions as school principals' negative thoughts about education inspectors, institutions' not fulfilling the deficiencies which are specified in the previous inspection process and problems about the regulation concerning Turkish Educational Inspection System. Consequently, there are several qualitative studies related to educational inspection system which used question forms and surveys as the data collection instrument (Altun & Memişoğlu, 2010; Karaköse, Aslan & Kılıç, 2009; Özdemir & Özcan, 2013; Şahin, Çek & Zeytin, 2011a).

There has been a study on the education inspection that has used interviews for data collection. The study of Kayıkçı and Şarлак (2013) examined organizational barriers which reduced the effectiveness of inspection of elementary schools. This qualitative study included 20 education inspectors, 10 school principals and 15 teachers (Kayıkçı & Şarлак, 2013). Participants of this study were selected from ten different provinces and the data were gathered through interviews (Kayıkçı & Şarлак, 2013). According to the results of this study, organizational barriers to an effective inspection of elementary schools were specified as the local structure, two-headed inspection system, burdensome workload and broad scope of duties of education inspectors, and not implementing compulsory rotation to education inspectors regularly (Kayıkçı & Şarлак, 2013). The study of Kayıkçı and Şarлак (2013) identified problems of inspection system effectually. However, this study was also conducted mostly on metropolitan provinces and it focused on a more general assessment of the inspection system and not specifically on how these problems were experienced by education inspectors.

In this part, studies regarding educational inspection system were summarized including the main characteristics, sampling and instrumentation of the studies. In the next section, the need for change in the educational inspection system will be discussed in order to give information about whether change is necessary and whether inspection system is ready for change.

2.4 Educational Inspection in Other Countries

In this section, educational inspection in France, England and USA were briefly explained because these countries have effective inspection system and would be models for Turkish Educational Inspection System.

Educational inspection in France has a central structure and after 1980s the autonomy and responsibility of local governments increased and educational inspection system became more decentralized (Özmen & Yasan, 2007). France is separated into thirty academic regions and there are many departments in each region. In each department, an academia inspector is responsible for the management of all educational institutions except higher education (Özmen & Yasan, 2007).

There are two separate hierarchies related to educational inspection in France. First one is “General Inspectors of National Education” (IGAEN) and the second one is “General Inspection Board of National Education” (IGEN) (Rémi, 2011). General inspectors are responsible for administrating the education system and inspecting whether the educational methods are consistent with national objectives, on the other hand, territorial inspectors work within IGEN and they are responsible for evaluating teachers in the classrooms and assessing their works with students (Rémi, 2011). Also, general inspectors are superior to territorial inspectors although both of them are bounded to Ministry of National Education (Rémi, 2011).

Educational inspection in England has a central structure as well. Although inspectors in England have important influence on the functioning of education system; they have to give information to central authority about education institutions in their region (Özmen and Yasan, 2007). In England, educational inspection was maintained by Her Majesty’s Inspectors previously; in 1993 Office for Standards in Education (OFSTED) began to carry out the inspection of schools (Wilcox, 2000). Although this institution is financially supported by central authority, it has an autonomous structure, the center of OFSTED is in London and there are twelve regional offices in the country (Yirci, 2010). The purpose of an OFSTED inspector is to observe a specific lesson in order to assess following areas: (1) The quality of education provided by the school, (2) education standards achieved by the school, (3) whether the financial resources are used effectively by the school

administration and (4) the spiritual, moral, social and cultural development of students (Wilcox, 2000).

Education system in US is traditionally decentralized since individual state is responsible for education within its own boards and there are differences in terms of inspection processes in different regions of US and educational inspection has three levels in US such as (1) internal to the school, (2) internal to the school district and (3) external to the school district (Pajak, 2010). According to Pajak (2010), in the first level of inspection, school principal supports the teacher, in the second level; the actual implementation of schooling is delegated to school districts or local education agencies by the states. In the third level of inspection, a state school superintendent is assigned to serve as the chief administrative officer of the state department of education, in addition to this, educational service agencies represent a second source of inspection which originates outside the school district, providing direct services to school districts or students (Pajak, 2010).

2.5 Need for Change in the Turkish Educational Inspection System

Organizational survival depends on continuous and discontinuous changes (Huber & Glick, 1995); hence Turkish Educational Inspection System needs to change as other systems do in order to survive. It is all confirmed that, Turkish Educational Inspection System cannot adapt to modern inspection understanding since the current inspection system is focused on controlling but not guiding and improving the education system sufficiently (Aydın, 2009). While modern inspection understanding is based on evaluating process, Turkish Educational Inspection System is mainly based on evaluating the products rather than the process (Aydın, 2009). According to Taymaz (2011) inspection has to be a supporter for development of education. But current educational inspection system does not function properly and this is an obstacle for it to reach its purposes. Such a system needs a revolution to function properly.

Furthermore, causes of organizational change may be emanated from external and internal environment and additionally, organizational change is necessary to maintain organizational survival (Myers, Hulks & Wiggins, 2012). According to Myers, Hulks and Wiggins (2012) the fundamental cause of organizational change is

grounded in the need for organizations to remain viable, and they also confirmed that external environment is another factor affecting the organization's potential need to change which is important for its viability. Therefore as an open system, inspection system continuously interacts with its environment and indispensably is affected by any change in its environment. Thus, due to the changes in education and technology, it is crucial for inspection system to render necessary changes within the system. In addition, internal causes of change may result from new leaders, growth of the organization and resources of the organization (Myers, Hulks & Wiggins, 2012). For Turkish Educational Inspection System, internal causes of change may include interaction between working staff and the enlargement in the duties of the education inspectors.

Arabacı (2009) acknowledged that educational inspectors desire changes in the organization and connoted that educational inspection system has many uncertainties and needs a revolution especially in unifying educational inspection system under the same framework. Ameliorating personnel rights of education inspectors is necessary for a new system that includes improvements in the appointment and in-service training of educational inspection and specifying scope of duties of education inspectors. So, it can be concluded as Turkish Educational Inspection System is in need for a change and is ready for change in order to achieve organizational survival and success.

Steps in policy development include perception of needs, goal definition, policy analysis, alternative selection and resource allocation (Baker, Micheals & Preston, 1975). The steps in policy analysis are identified as (1) Development of criteria measures, (2) identification of social system sensitive to goals, (3) identification of alternatives for meeting goals, (4) evaluation of alternatives according to performance criteria and (5) evaluation of feasibility of alternatives (Baker, Micheals & Preston, 1975). According to Baker, Micheals and Preston, (1975) the political goal should be based on fulfilling the perceived needs of the society and it is important to identify the prior needs of the target people. Örucü and Şimşek (2011) investigated opinions of scholars about policy changes in the education system and they claimed that in Turkey, top-down and sudden changes were implemented concerned with education system. Some of the studies indicated

that, education inspectors' are not included in the decision making process about the issues concerning them (Arlı, 2013; Uslu, 2013). Although education inspectors demanded a restructuring in the inspection system in terms of organizational structure and personnel rights, some of the education inspectors have negative beliefs about the changes in the system (Altun & Memişoğlu, 2010). The reason of this negative perception about the changes may be stemmed from previous changes' not solving problems and making the system worse. To be more precise, some of the latest changes in the educational inspection system were compulsory rotation to education inspectors after the regulation numbered 27974 (MONE, 2011a) and change in the denomination of education inspectors after the 652 numbered legislative decree (MONE, 2011b). Arlı (2013) pointed out that compulsory rotation which was implemented after the 27974 numbered regulation contributed to problems for education inspectors with its current conditions. Arlı (2013) determined the reasons of these problems as not taking into account the opinions of education inspectors before implementing the change and applying the change to education inspectors who started working life before the regulation came into force. According to Özdemir and Özcan (2013) education inspectors were displeased about the denomination of "education supervisor" which was in effect after the 652 numbered legislative decree was published.

In this section, the definition of change and the necessity of change for systems were addressed. Then, the reasons of the needs for change in the educational inspection system were highlighted. After, the perceptions of education inspectors about the system changes and the influences of the changes on education inspectors were deliberated. To this end, it can be concluded that education inspectors may have concerns about changes in the system because there were some top-down changes without taking into account the needs and opinions of education inspectors. Hence, this study will be helpful for indicating the views of education inspectors about the current inspection system, and also find answer whether the changes will satisfy education inspectors after the implementation of the new system.

2.6 Summary of the Literature Review

In this chapter, firstly educational inspection was explained including the necessity and purpose of educational inspection. Then, characteristics of modern educational inspection were deliberated in order to give information about how educational inspection should be for reaching its purposes. Also, responsibilities of education inspectors were emphasized based on the concerning laws and regulations.

Subsequently, under the section of “Educational Inspection”; organizational structure of the inspection system, inspection models, appointment and training conditions of education inspectors, scope of duties of education inspectors and differences between educational inspectors and ministerial inspectors were addressed respectively.

In this chapter, after reviewing the key elements of the organizational design, the central and provincial organizations of Turkish National Education were examined and the organizational structure of the inspection system was explained.

Further, scientific inspection, developmental inspection, instructional inspection, clinical inspection and differentiated inspection were explained within the inspection models section. Among these models, clinical inspection is fostered in Turkish Educational Inspection System since it purposes to improve teachers and necessitates the participation of teachers during the inspection process (Aydın, 2008; Balcı, 1987; Yağınkaya, 1993). Besides this, one of the prominent characteristics of clinical inspection was highlighted as it requires specified standards during the inspection process (Pajak, 2001). However, Turkish Educational Inspection System does not have specified standards and different practices take place by different education inspectors (Kazak, 2013); thus clinical inspection cannot be applied effectively even though it is prompted and practices of clinical inspection need improvement (Özmen, 2000).

This chapter included information about the appointment and training conditions of education inspectors and the scope of duties of education inspectors based on the relevant regulations. This section also captured that the current regulation is out-dated and the scope of duties of education inspectors is not well-determined (Özmen & Şahin, 2010). In addition to this, it was indicated that the

current regulation contributes to burdensome workload (Akbaba, 2011; Kayıkçı & Şarлак, 2013).

In Turkey, educational inspection is fulfilled by two separate institutions consisting of educational inspectorate and ministerial inspectorate. Although two different inspectors maintain similar duties, there are differences in terms of the structure, regulation and personnel rights. In the review of the literature, the differences between education inspectors and ministerial inspectors were highlighted and the problems emanated from this situation were emphasized. Significantly, previous studies stressed on the differences between ministerial inspectors and education inspectors and determined that education inspectors are not pleased about this situation since they were disadvantaged in terms of personnel rights compared to ministerial inspectors (Kayıkçı, 2005; Kayıkçı & Şarлак, 2013; Özdemir & Özan, 2013; Polat, 2010; Şahin, Çek & Zeytin, 2011a; Yalçınkaya, 1996).

Based on the review of the literature, other problems of inspection system were determined such as the vagueness of definition of duties in the current regulation, broad scope of duties including many different institutions and problems stemmed from being bounded to local governors.

This chapter also represented previous studies about the inspection system. There were quantitative studies related to the problems of educational inspection system (Arabacı & Akar, 2010; Dağlı, 2006; Güteryüz, 2009).

I reviewed some of the qualitative studies regarding problems of inspection system and underlined that in some of the studies the data were collected through surveys and question forms (Altun & Memişoğlu, 2012; Karaköse, Aslan & Kılıç, 2009; Özdemir & Özan, 2013; Şahin, Çek and Zeytin, 2011a).

It was also highlighted that there were studies regarding education inspectors in more developed metropolitans like Ankara, İstanbul, Bursa, Adana or Samsun (Güteryüz, 2009; Oğuz, 2010; Sarıtaş, 2009; Terzi, 1996), but there were limited studies that take in hand education inspectors in provincial cities.

Based on the results of these studies, education inspectors face problems such as negative attitudes of the inspected personnel and institutions' not fulfilling the deficiencies specified in the previous inspection (Karaköse, Aslan & Kılıç, 2009). In addition to this, another problem was identified about education inspectors' not

having authority and sanction power while inspecting institutions (Terzi, 1996; Şahin, Çek & Zeytin, 2011a). Moreover, studies concerning the local structure of the inspection system highlighted that education inspectors cannot make objective decisions because of the manipulation of their superiors (Şahin, Çek & Zeytin, 2011a). Previous studies also revealed that education inspectors have problems about personnel rights (Altun & Memişoğlu, 2010; Dağlı, 2006; Kayıkçı, 2005; Kayıkçı & Şarlak, 2013; Özdemir & Özkan, 2013; Şahin, Çek & Zeytin 2011a) and in-service training courses (Altun & Memişoğlu, 2010; Karaköse, Aslan & Kılıç, 2009; Özdemir & Özkan, 2013; Şahin, Çek & Zeytin, 2011b).

This chapter also included information about educational inspection systems of France, England and US in order to understand the structure and functioning of inspection system in different countries.

The necessity of change was discussed in this chapter as well. Based on the information provided in the review of the literature, it is specified that Turkish Educational Inspection System is in need for a change in order to achieve organizational survival and success. However, some studies illustrated that prior changes in the educational inspection system did not satisfy education inspectors (Altun & Memişoğlu, 2010; Arlı, 2013; Özdemir & Özkan, 2013).

In conclusion, the relevant literature revealed that inspection system has problems in terms of regulation, organizational structure, personnel rights and in-service courses. The current study aimed to identify problems and expectations of education inspectors before the new system's being implemented and bring to light whether the new system will address the problems and meet the expectations of education inspectors.

CHAPTER 3

METHODOLOGY

This chapter introduces information about the design of the study including sampling, instrumentation, reliability and validity. This chapter also includes information about data analysis in qualitative research, ethics of the research and researcher bias.

3.1 Design of the Study

Qualitative research design is the most suitable research design for this study since it enables the researcher to have an insight understanding of events and situations from participants' point of view (Fraenkel & Wallen, 2006). In qualitative research, researcher is interested in understanding how people interpret their experiences, how they construct their opinions and what meaning they attribute to their experiences (Merriam, 2009). In this study, it is aimed to get an insight understanding about problems of current inspection system and expectations from a new inspection system from the point of view of education inspectors in D Province in order to gain a holistic description of the phenomenon. Hence, this is a qualitative case study since a single example -education inspectors working in D Province- is studied through extensive data collection (Fraenkel & Wallen, 2006).

3.1.1 Characteristics of Qualitative Research

In qualitative research, researchers are interested in documenting the phenomenon in a naturalistic setting (Freebody, 2003). According to Fraenkel and

Wallen (2006), while the natural setting is the direct source of data in qualitative research, the researcher is the primary instrument as well. Taylor and Wallace (2007) stressed on the role of the researcher in qualitative study and stated that qualitative researchers are obliged to become more attentively aware of the frames of reference the researcher observes and the impact of subjectivity of the researcher on the process of interpretation.

Qualitative research is descriptive so the data collection process takes the form of words or pictures rather than numbers (Bogdan & Biklen, 1998). Hence, the data collection methods include anything else that can express the actual words or actions of individuals such as interview transcripts, field notes, videotapes, photographs, personal documents, official records, memos, textbook pages (Bogdan & Biklen, 1998; Fraenkel & Wallen, 2006).

Lastly, qualitative researchers tend to analyze the data inductively (Bogdan & Biklen, 1998; Fraenkel & Wallen, 2006; Merriam, 2009). Hence, in qualitative research, it is intended to build hypotheses or theories through collecting the data rather than testing the hypotheses in a deductive way as in positivist research (Merriam, 2009). Therefore, qualitative researchers do not focus on formulating hypotheses beforehand and testing them, instead they tend to spend their time mainly on collecting data (Fraenkel & Wallen, 2006). In this study, instead of formulating hypothesis, I intended to collect the data in the natural setting of the education inspectors working in D Province and then, analyzed and interpreted the data inductively in order to gain an insights understanding of the phenomenon.

3.1.2 Characteristics of Case Study

In this section, main characteristics of case study and also its availability for this research are deliberated. Gerring (2004) defined case study as “an intensive study of a single unit for the purpose of understanding a larger class of (similar) units” (p. 342). Gerring (2004) also emphasized that it is suitable to conduct a case study when inferences are descriptive but not causal and when useful variance is attainable for only a single unit or a low number of units. Based on this information, it can be indicated that case study is the appropriate design for this study because it is intended to portray the process descriptively rather than causally in this study. D

Province may offer useful variance to make inferences as a single unit since it is a representative of developing cities in terms of its socio-economic condition and population.

A case study fosters handling “a contemporary phenomenon within some real-life context” (Yin, 2003, p.1) because in case studies the researcher believes contextual conditions are relevant to the phenomenon under study (Baxter and Jack, 2008). Yin (2003) categorized case studies as explanatory, exploratory, or descriptive. Explanatory case studies are used in finding answers to explain the presumed causal links in real-life interventions (Yin, 2003). Descriptive case studies are used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003). Finally, exploratory case studies are used to explore situations in which the intervention being investigated has no clear, single set of outcomes. This is an exploratory case study since the outcomes of this study is not presumed and foreseen. Baxter and Jack (2008) accentuated that within case study design; researchers can gather and integrate qualitative data which facilitates reaching a holistic understanding of the phenomenon that is being studied. Baxter and Jack (2008) also pointed out that the focus of a case study is to respond to “how” and “why” questions. On the other hand, Yin (2003) underlined that “what” questions are justifiable rationale for carrying out an exploratory case study. In this study, “how” and “what” questions were examined for exploring the perceptions of education inspectors about the current inspection system and their expectations from a new inspection system.

In addition to this, case studies require multiple sources of evidence which includes documents, archival records, interviews, direct observation or participant observation (Rowley, 2002). Thereby in this study, multiple sources were provided through documents, interviews with education inspectors and interviews with manager inspectors.

Although making generalizations is not the main purpose of case studies, they are expected to form examples for similar situations (Yıldırım & Şimşek, 2013). Therefore investigating the case of D Province is helpful to gain insights about problems and expectations of education inspectors working in other developing provinces.

Yıldırım and Şimşek (2013) identified the precautions for validity and reliability of case studies and suggested that (1) researchers would lengthen the time for making observation in the study setting, (2) researchers would perform triangulation, (3) researchers would share the findings with the participants and take their opinions about the findings, and (4) researchers would refer to the opinions of other researchers in order to understand whether the findings are significant. Consequently, these precautions would be beneficial for increasing validity and reliability of the study.

3.2 Selection of the Participants

Qualitative sampling is the process of selecting a small number of individuals for a study in such a way that the individuals selected will be the core informants who will contribute to the researcher's understanding of a given phenomenon (Gay, Mills & Airasian, 2009). Qualitative research samples are generally smaller and less representatives compared to samples selected for quantitative research, because qualitative researchers are concerned with participants' perspectives and qualitative research necessitates in-depth data collection in naturalistic settings (Gay, Mills & Airasian, 2009). There are two main types of sampling; probability and non-probability, and in most qualitative researches non-probability sampling is the method of option (Merriam, 2009), since qualitative researchers are less concerned with generalizability than quantitative researchers (Gay, Mills & Airasian, 2009).

In this study, purposeful sampling was used that is one of the non-probability sampling procedures. "Purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight; therefore must select a sample from which the most can be learned" (Merriam, 2009, p. 77). In purposeful sampling, the researcher deliberately identifies criteria by using his experience and knowledge for selecting the sample and this feature of purposeful sampling is keeping apart purposeful sampling from convenience sampling that means participants who happen to be available are selected (Gay, Mills & Airasian, 2009). On the other hand, in qualitative research the sample size depends on the purpose of the study based on the researcher's time, money, participant availability or participant interest and qualitative studies with more than 20 participants are rare

(Gay, Mills & Airasian, 2009). Therefore, the sample of the study consisted of 14 education inspectors. The participants were education inspectors who have at least four years of working experience as an education inspector. Inspectors who have less than four years of working experience were assistant inspectors and assistant inspectors were in their training phase. As a result, education inspectors who have less than four years of working experience were eliminated. Data collected from volunteer inspectors in the Provincial Directorate of National Education in D Province. Number of participants was thought to be sufficient for conducting this qualitative case study through taking into account my time and participants' availability.

In this study, the case of D Province was investigated since I desired to highlight problems of education inspectors working in developing provinces and this province is a representative of such developing provinces. D Province was determined as one of the developing provinces (Albayrak, 2005). Albayrak (2005) stated that D province has medium socio-economic level and also he classified 81 provinces of Turkey into groups based on their socio-economic level, and D Province was classified into the 4th group within 6 groups. This information demonstrates that D Province would be representative of developing provinces in Turkey. The population of D Province is approximately 350.000 based on the information provided on its official webpage. When we separate the provinces based on their population into three groups in Turkey; D Province is at the middle group within these three groups (TUIK, 2014). In D Province, there are some districts and there are approximately 300 school institutions in those districts.

Another reason of selecting D Province as the sample was its being a transition point in Turkey. Together with its geographical condition, D Province came under a frequent turnover of teachers and school principals like many developing provinces in Turkey. So, education inspectors in D Province face difficult working conditions because of the frequent change of the inspected personnel. Also, a qualitative case study would be favorable since almost all of the education inspectors in D Province were included in this study and conducting a case study in D Province would be viable to shed light on the problems concerning inspection system of other developing provinces. As a consequence, I desired to deliberate

working conditions of education inspectors in developing provinces and decided D Province worth investigating in order to gain a precise picture about working conditions of education inspectors in developing provinces. Qualitative study is concerned with not only the product but also the process (Bogdan & Biklen, 1998; Fraenkel & Wallen, 2006). In addition to this, the purpose of qualitative research is to gain an understanding of how people make sense out of their experiences and portray the process rather than the outcome or product (Merriam, 2009). Thus, including all education inspectors as much as possible would result in portraying the process of experiences and working conditions of education inspectors influentially. Ultimately, D Province was selected as the sample since it has suitable criteria for me based on my understanding, insight and accessibility.

3.2.1 Description of the Setting of the Study

In this part, Province's Board of Inspection Institution of D Province is described particularly. I provided necessary information about the setting of the study in order to draw a picture to the reader about the working condition of the education inspectors in D Province. Certainly introducing the setting of the study is important to enable the reader to understand problems education inspectors face in their working environment explicitly.

Firstly, the Province's Board of Inspection Institution of D Province constituted from the chairman and the vice-chairman of the inspection institutions, and education inspectors. There are two working groups. Each of them includes a group chairman and five or six education inspectors. The group chairman is selected through the decision of the chairman of the inspection institution and the consents of the Governor of the Province and the Principal of the Provincial Directorate of National Education (MONE, 2011a). The main duties of the group chairman are: Providing division of labor and cooperation within the group members and mastering whether the duties are maintained punctually and steadily, giving report of the group members to the chairman of the inspection institution twice a year (MONE, 2011a). Education inspectors work in the building of Provincial Directorate of National Education. It can be indicated that education inspectors separate most of their time

for inspection visits and they work in their office rarely. They make query for investigations or prepare reports at their office.

3.2.2 Information about the Participants

In this study, there were fourteen participants who are working as education inspectors in D Province. All of the participants were males and each of them has more than four years of working experience as an education inspector. Two interviewees are the chairman and the vice-chairman, and others were education inspectors working in D Province.

First interviewee is 56 years old. He has an undergraduate degree in educational administration and inspection department. He is an education inspector for 28 years. He is one of the inspectors who came to D Province through rotation and working in this province for 3 years.

The second interviewee is 64 years old. He is an education inspector for 29 years. Similarly, he came to D Province through rotation three years ago as well. He graduated from the department of geography teaching.

The third interviewee is 44 years old. He has 10 years of experience as an education inspector. He graduated from department of classroom teaching.

The fourth interviewee is 38 years old. He has been an education inspector for 8 years. He has an undergraduate degree in educational administration and inspection department.

The fifth interviewee who is the vice chairman of the education inspectors in D Province is 44 years old. He has a tenure of 15 years. He graduated from educational administration and inspection department.

The sixth interviewee is the chairman of the education inspectors in D Province. He is 35 years old. He has 6 years of experience as an education inspector. He has a graduate degree in educational administration and inspection department.

The seventh interviewee is 48 years old and has been working for 13 years as an education inspector. He has come to D Province through rotation and is not pleased about being subjected to rotation. He has an undergraduate degree in educational administration and inspection department. He graduated from social science teaching department.

The eighth interviewee is 31 years old and has a tenure of 5 years. He graduated from educational administration and inspection department.

The ninth interviewee is 37 years old and he has been an education inspector for 7 years. He graduated from department of classroom teaching.

The tenth interviewee is 57 years old. He has been an education inspector for 18 years. He graduated from department of social science teaching.

The eleventh interviewee is 43 years old and has a tenure of 12 years. He graduated from educational administration and inspection department.

The twelfth interviewee is 38 years old and he has been an education inspector for 5 years. He graduated from Turkish teaching department.

The thirteenth interviewee is 53 years old and has been an education inspector for 14 years. He has come to D Province through rotation three years ago and has difficulties in adapting to D Province after being appointed. He graduated from department of classroom teaching.

Finally, the fourteenth interviewee is 62 years old. He has been an education inspector for 22 years. He graduated from faculty of literature and worked as a Turkish teacher for 8 years. He has come to D Province through rotation and not pleased about being subjected to compulsory rotation.

Information about the participants was represented in Table 3.1. In the Table 3.1, related to education levels; “undergraduate degree” was abbreviated as “UG” and “graduate degree” was abbreviated as “G”.

Table 3.1
Information about the Participants

Participants	Age	Tenure	Education Level	Department
1	56	28	UG	Educational administration
2	64	29	UG	Geography teaching
3	44	10	UG	Classroom teaching
4	38	8	UG	Educational administration
5	44	15	UG	Educational administration
6	35	6	G	Educational administration
7	48	13	UG	Educational administration
8	31	5	UG	Educational administration
9	37	7	UG	Classroom teaching
10	57	18	UG	Social science teaching
11	43	12	UG	Educational administration
12	38	5	UG	Turkish teaching
13	58	14	UG	Classroom teaching
14	62	22	UG	Turkish teaching

In this part, information about the interviewees was provided based on the responses of the participants. In the next part data collection process is explained.

3.3 Data Collection Process

In this study interviews with education inspectors, interviews with manager education inspectors and document analysis were used as data collection instruments. Demarrais (2004) defines interview as: “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 55). According to Bogdan and Biklen (1998) interviews are used to gather descriptive data in the participants’ own words therefore the researcher can develop insights on how participants make sense of the world around them. In qualitative study interviews are used when the researcher cannot observe feelings and behavior or how people interpret a phenomenon (Merriam, 2009). In this study, since it is aimed to get an in-depth understanding about education inspectors’ perceptions of the current inspection system and expectations from a new inspection system, interviewing is an effective instrument to collect data.

Interviews are classified based on the amount of structure desired and there are three types of interviews: structured, un-structured and semi-structured (Merriam,

2009). According to Freebody (2003) “structured interviews are those that restrict the domain of relevance of the talk to a predetermined set of questions” (p. 133), unstructured interviews have an attempt to understand the behavior of people without imposing categories that may limit the scope of inquiry (Fontana & Frey, 2000). Nonetheless semi-structured interviews “begin with a predetermined set of questions, but allow some latitude in the breadth of relevance” (Freebody, 2003, p. 133). According to Taylor and Wallace (2007), in semi-structured interviews, structure is held to a minimum and participants are encouraged to respond in ways meaningful to them. In this study, semi-structured interviews took place, because semi-structured interviews allowed me to respond to the situation at hand, to the emerging worldview of the participant and to new ideas on the phenomenon (Merriam, 2009). On the other hand, structured interviews make it difficult to capture the thinking of the participants’ perspectives since the wording and order of the questions are predetermined and inflexible (Merriam, 2009). In this study, although there were some pre-determined open-ended questions for getting information about the case, the flow of the conversation was shaped by participants’ responses and other questions would be asked by the researcher based on the flow of the conversation. Since there were some pre-determined questions, the interviews should not be conducted in an un-structured way. Thus, semi-structured interviews fitted best for the purpose of the study. The data source was obtained by conducting semi-structured interviews which are composed of open-ended questions. In interviewing technique, recording the data source is very important and data source can be recorded by taking notes during the interview, audio or video taping the interview and taking notes after the interview (Gay, Mills & Airasian, 2009). Since audio and video taping provides a verbatim text after the interview, type recording makes the researcher ensure that the original data are available at all times (Gay, Mills & Airasian, 2009). In this study, data sources were recorded by taking notes during the interviews, audio taping the interviews and taking notes after the interviews.

3.3.1 Interview Questions

In this study, it was aimed to identify main problems of educational inspection system. Hence, the first question was determined as: “What are the main problems of Turkish Educational Inspection System as you experience it?” This question would be beneficial for identifying general opinions about problems of inspection system at first hand. This question was used in similar qualitative studies (Karaköse, Aslan & Kılıç, 2009; Şahin, Çek & Zeytin, 2011a). Not only does this study aimed to identify problems of current regulations concerning Turkish Educational Inspection System, but it also revealed expectations of education inspectors from the new inspection system. Hence, current regulation concerning educational inspection system has many deficiencies and needs changes.

According to the previous studies, main problems of current regulation concerning educational inspection system were summarized as: Education inspectors’ being bounded to both Provincial Directorate of National Education and Governor of the Province (Dağlı, 2006; Kayıkçı, 2005, Kayıkçı & Şarlak, 2013, Güteryüz, 2009), the scope of education inspectors being uncertain and their workload being burdensome (Kayıkçı & Şarlak, 2013; Akbaba, 2011), discrimination between ministerial inspectors and education inspectors (Kayıkçı & Şarlak, 2013; Polat, 2010; Yalçınkaya, 1996 and Kayıkçı, 2005). Therefore, the following question was specified as: “What is your opinion about current regulations concerning Turkish Educational Inspection System?” This question would be favorable to identify general opinions about restating problems of inspection system in detail. Hence, a complementary question was necessary to determine the problems education inspectors face while inspecting school and institutions in order to get detailed response during the inspection processes. As a result of the question: “What kind of problems do you face while inspecting schools and institutions?” would be helpful to specify problems during the inspection processes. Burgaz (1995) stated that vagueness of assessment and evaluation criteria of inspectors make inspection process complicated and inspection techniques of education inspectors were not sufficient. Also, Karaköse, Aslan and Kılıç (2009) determined main problems that education inspectors faced during the inspection processes and they acknowledged that inspection forms are not an effective tool for evaluating teacher performance and

have to be redesigned and the evaluation forms are not taken into account by superordinates. So it can be concluded that current inspection processes do not serve the purposes of inspection since the main aim of inspection is improvement of education and helping teachers acquire self- development. Therefore, identifying the problems about the inspection process would be helpful for specifying what kind of standard procedures are necessary during the inspection processes.

It is thought that many problems arise from the discrimination between ministerial inspectors and education inspectors. Several studies indicated that education inspectors were not satisfied because of the differences between ministerial inspectors and education inspectors in terms of scope of duties, organizational structure and personnel rights (Kayıkçı & Şarlak, 2013; Polat, 2010; Yalçınkaya, 1996 and Kayıkçı, 2005). As it was previously stated in this section, education inspectors' being bounded to both Provincial Directorate of National Education and Governor of the Province is a problem related to organizational structure of the inspection system. Therefore, another question was determined as: "What do you think about the organizational structure of Turkish Educational Inspection System?" This question would serve the purpose of identifying the expectations of education inspectors about what kind of organizational structure would be effective for educational inspection system.

Further, education inspectors face problems about personnel rights. According to Dağlı (2006) and Tok (2007), education inspectors face socio-economic problems since travelling expenses or daily fees are inadequate and the payments are not made on time. Kayıkçı (2005) ascertained that the job satisfaction of education inspectors are at low levels and their thoughts about personnel rights of education inspectors are not satisfying especially when they are compared to ministerial inspectors. Hence, another question was defined as: "What do you think about personnel rights of education inspectors?" This question would be beneficial to identify problems about personnel rights which education inspectors face.

In-service training of educational inspectors is an important problem perceived by educational inspectors and relevant research illustrated that in-service training of education inspectors are not sufficient and do not serve their purpose (Can, 2004; Ekinçi & Yıldırım, 2009; Karaköse, Aslan & Kılıç, 2009; Sarıtaş, 2009;

Şahin, Çek & Zeytin, 2011a). Consequently, the following interview question was stated as: “What is your opinion about in-service training courses of education inspectors?” This question would serve as evidence to educational perceptions about the sufficiency of in-service training courses or their effectiveness.

On the other hand, this is a case study examining the case of D Province and education inspectors in this province may have specific problems because it is a developing city and, also a transition point in Turkey. In this case study, the problems regarding inspection system in terms of regulation, organizational structure, personnel rights, inspection process and in-service trainings would be generated from a different perspective and this case study would provide a holistic understanding about the problems specific to D Province through these interview questions.

Finally, a new inspection system is going to be operated soon. It is important to identify education inspectors’ expectations about the new inspection system and their perceptions about whether the new system will meet their expectations. Therefore, the question related with identifying the expectations of education inspectors was determined as: “What do you expect from a new regulation concerning Turkish Educational Inspection System?” This question would provide information about what is expected from an effective inspection system based on the views of educational inspectors. Apart from this question, to identify whether the new inspection system address the problems of the current system, the last question was asked as: “Do you think the new regulation concerning educational inspection system will address problems of current inspection system? Please explain”. This question would be beneficial to recognize the opinions of education inspectors about the functioning of educational inspection system in the future. Also, making comparison between the last two questions was helpful to determine whether there existed any differences between inspectors’ demands and the features of the new inspection system. In addition, the list of interview questions was included in Appendix A.

Furthermore, there were interviews with both education inspectors and the manager of education inspectors. Same interview questions were asked to all of the

interviewees so as to ensure validity. This procedure helped me to receive information about the same issue from both the governor and the governed staff.

3.3.2 Interview Protocol

In this study, the necessary permissions were taken from the ethics committee of METU and Provincial Directorate of D Province. The interviews were conducted in the Board of Inspection Institution of D Province during the working hours of the participants between 11th of April and 30th of April, 2014. The interviews took approximately one hour. Before the interviews, voluntary participation forms were given to the participants including the aim of the study, ensuring the participants about ethical issues and confidentiality. The participants were informed that whenever they want they could withdraw the study and they will not be blamed about their decisions. Voluntary participation forms and the permission taken from the ethics committee were represented in Appendix B.

I started to the interviews by explaining the aims of the study and I stated the data will not be used for other purposes and the participants will not be matched with the data obtained. Also, I took permission before audio taping the interviews. During the interviews, I did not ask directing questions, did not make any comments and struggled for understanding the participants carefully and neutrally. I took field notes and shared the notes with the participants at the end of the interview.

3.4 Reliability and Validity

In qualitative research, validity is the degree to which qualitative data accurately measures what it is trying to measure and two common terms used to describe validity are trustworthiness and understanding (Gay, Mills & Airasian, 2009). According to Guba (1981) trustworthiness of the research can be established by addressing the credibility, transferability, dependability and confirmability of the study. Guba (1981) declared that: Credibility refers to taking into account all the complexities of the study and addressing problems which are difficult to explain. However, transferability refers to the researcher's including descriptive and context-relevant explanations so that the reader can identify with the setting (Guba, 1981).

Also, dependability means addressing the stability of the data collected and confirmability refers to the neutrality and objectivity of the data (Guba, 1981).

According to Maxwell (1992), researchers can contribute to the trustworthiness of their research by addressing descriptive validity, interpretive validity, theoretical validity, generalizability and evaluative validity. Descriptive validity characterized by “factual accuracy”, interpretive validity is “the concern for the participants’ perspective”, theoretical validity refers to “the ability of the research report to explain the phenomenon that has been studied and described”, internal generalizability means “generalizability within the community that has been studied” and external generalizability means “generalizability to settings that were not studied by the researcher” and lastly evaluative validity refers to “whether the researcher was able to present the data without being evaluative and judgmental” (Maxwell, 1992, p. 279).

Qualitative studies are less concerned than quantitative studies about generalizability, since qualitative researchers do not search for defining ultimate truths to problems that can be transferred from a unique setting or sample to a broader population (Gay, Mills & Airasian, 2009). Consequently, in this study although generalizability is not the fundamental issue, the findings may have applicability or transferability to similar settings.

According to Merriam (2009) the most well-known strategy to provide the internal validity of a study is triangulation. Triangulation is the process of collecting data by using multiple methods, data collection strategies and data sources to obtain complete information of what is being studied and to cross-check information. In this study, internal validity was guaranteed by applying triangulation. Many sources of data are better in a research than a single source because multiple sources contribute to a more complete understanding of the phenomenon that is investigated (Bogdan & Biklen, 1998). In this study, multiple data sources were collected including document analysis of official documents of MoNE, interviews with education inspectors and interviews with education inspectors who are at the manager position in order to ensure validity of the study.

In qualitative research, it is also important to consider the reliability of the techniques which researchers use to collect data and qualitative researchers should

take into account whether the data are gathered consistently through using same techniques over time (Merriam, 2009). According to Bogdan and Biklen (1998), collecting interview materials have to be based on standardized procedures and the researcher should act the same way in all the interviews. Bogdan and Biklen (1998) insert that the interviewer should follow a standard protocol such as reciting the standard, memorizing the introduction, dressing the same and reading the questions clearly. In this study, reliability of the study was maintained by using standard protocols during all the interviews such as using formal language, briefly informing the respondents of the purpose of the study in the same way and being neutral in each interview.

Further, I took some precautions together with triangulation to increase validity and reliability of this case study and made detailed observation during the data collection process, shared the findings with two participants and compared the significance of the findings with other studies. While sharing the findings, I explained the major findings of the study and received positive feedback about the consistency of the findings.

3.5 Data Analysis

Analyzing the data in qualitative study that is obtained by the researcher through various data sources like interviews and observations involves analyzing and synthesizing the information into a consistent description of what the researcher has observed or discovered (Fraenkel & Wallen, 2006). Morse and Richards (2002) brought out that in a well designed study data are well managed which means “physical handling of the growing heaps of records as well as intellectual handling of their growing complexity” (p. 100). In order to analyze the data consistent with its original structure, note taking and audio taping is crucial. In this study, field notes and audio tapes were used in the data transformation process by the researcher.

In qualitative study, data analysis includes transforming, managing and coding the data in order to analyze on the data (Morse & Richards, 2002). Transforming the data means, preparing the data from an actual happening into a form that can be handled and manipulated during the analysis process (Morse & Richards, 2002). Data transformation is achieved by reduction of the data into

detailed field notes or recording in audio tapes, video tapes or photographs (Miles & Huberman, 1994).

Miles and Huberman (1994) described a code as “an abbreviation or symbol applied to a segment of words -most often a sentence or paragraph of transcribed field notes- in order to classify the words” (p.56). In qualitative research, coding the data took place after the transformation process was examined. According to Strauss (1987) qualitative researchers have to code well because the excellence of the research depends on the excellence of the coding. Coding is distinguished into three types; (1) Descriptive coding, (2) Topic coding and (3) Analytic coding (Morse & Richards, 2002). Descriptive codes involve no interpretation but attribution of a class of phenomenon to a segment of text (Miles & Huberman, 1994). Topic coding “entails creating a category or recognizing one from earlier, reflecting on where it belongs among your growing ideas, and reflecting on the data you are referring to and on how they fit with the other data coded there” (Morse & Richards, 2002, p. 117). Finally the purpose of analytic coding includes exploring new categories and concepts and pursuing comparisons (Morse & Richards, 2002). I decided to do topic coding in order to make interpretations as the observer of data collecting process. Topic coding was suitable for the essence of this study, since it aimed to identify main problems of the inspection system.

According to Yıldırım and Şimşek (2013), after coding the data, specification of the themes take place and after these steps, the codes and themes are rearranged and the findings are analyzed and interpreted. The data transformation was achieved by reduction of data through recording the data in audio tapes. After this process, the data were coded based on the similarities and differences among the data source.

According to Yıldırım and Şimşek (2013) sub-problems are important in data analysis of case studies for eliminating unnecessary information. In this study, I formed sub-problems such as problems about the organizational structure, regulations, inspection process, personnel rights and in-service courses. After forming sub-problems, themes were identified around these problems in order to deactivate unnecessary information.

Yıldırım and Şimşek (2013) explained the aim of the descriptive analysis as representing the data in an arranged and interpreted way to the reader. After

identifying the themes, the descriptive analysis of the data was examined. After descriptive analysis of the data, I analyzed and interpreted the data. I cross-checked the findings which are obtained from the interviews conducted with manager inspectors and education inspectors. While conducting the document analysis, I analyzed 27974 numbered regulation which was valid for inspection system before the new regulation was implemented, the new regulation (regulation number 29009) concerning inspection system and 652 numbered legislative decree. Also, I analyzed other official documents such as Basic Law of Education (MONE, 1961), the regulation of inspection institution (MONE, 1993), in-service training regulation (MONE, 1995) and regulation concerning working principles and procedures of internal inspectors (Ministry of Internal Affairs, 2006). I obtained these documents from official gazette website of Turkey. During the document analysis, I desired to indicate consistency of the findings with relevant documents. Also, it is very important to take quotes from the data for describing the data systematically and briefly (Yıldırım & Şimşek, 2013). Hence, in this study I took quotes from the data for describing and interpreting the data briefly and particularly. In qualitative research, the researcher is a natural part of the research process and his/her opinions and interpretations about the subject are very important (Yıldırım & Şimşek, 2013). So, I indicated my opinions and interpretations during the data analysis. Apart from this, the researcher has to give meaning, explain the relations between the findings, draw a conclusion and provide explanations about the importance of the results during the data analysis process (Yıldırım & Şimşek, 2013). Hence, during the analysis of the data, I made interpretations, explained relations, drew a conclusion and explained the importance of the findings in order to give meaning to the gathered data.

In this part, data analysis process is explained. In the following section, ethical issues are going to be discussed and the precautions for following ethical issues will be addressed.

3.6 Ethics of the Research

In qualitative research, ethical concerns have to be taken into account like any other type of research and main points of an ethical qualitative research includes no physical or psychological harm to the participants, confidentiality and treating all the participants with respect (Fraenkel & Wallen, 2006).

One of the critical issues of conducting an ethical research is getting permission of the respondents for audio and video taping, and sharing the field notes with the participants at the end of the interviews. In this study, data sources were audio taped after getting permission of the participants and the field notes were shared with the participants with a view to following an ethical process. The participants were always treated with respect so as not to harm them. During this research, confidentiality was maintained and the identities of the participants were not bared while reporting the research findings and were not announced to anybody. Also, in qualitative studies, the goal of understanding how the participants think is at the center of the interview (Bogdan & Biklen, 1998). Therefore, in this qualitative study, participants were not influenced during the flow of the interviews in order not to distort the data source.

3.7 Researcher Biases

In qualitative research, it is important to understand not only the culture that is studied but also the researcher's personal characteristics and status that might affect the fieldwork relationships (Bogdan & Biklen, 1998). According to Gay, Mills and Airasian (2009), researchers have to be candid and they have to state explicitly in the research report any biases they may have about the inquiry and researcher's judgments have to be spelled out clearly in order not to engender researcher biases.

In this study, the researcher as a teacher is the interviewer and conducted the interviews with education inspectors. This situation may cause education inspectors concealing their real opinions about teachers or their experiences with teachers. This issue may be a limitation of this study. In order to deal with this limitation, I took some precautions. Firstly, I ensured the participants about not using the data source out of its purpose, providing confidentiality and being respectful and kind to the participants. These precautions were helpful for constructing positive relationship

with the participants so that they would share their opinions without any concerns. According to Fraenkel and Wallen (2006) data collectors may unconsciously distort the data in such a way that lead to certain outcomes and applying standard procedures and avoiding asking leading questions would be useful techniques with handling researcher bias. Therefore, I applied standard procedures during the data collection process, avoided asking leading questions and maintained my neutrality during the interviews without judging opinions, suggestions or feelings.

Further, I may have bias, since I am a teacher and has previous experiences with education inspectors and I already have some beliefs and thoughts about inspection such as inspection system's functioning without specific criteria and not serving its purpose. Bogdan and Biklen (1998) stated that: "The researcher's primary goal is to add to knowledge, not to pass judgments to setting" (p. 34). For dealing with this limitation, I struggled for analyzing the data without judgments but the researcher analyzed the data based on empathizing and understanding education inspectors and not distorting the data source. It was also pointed out that in order to achieve the purpose of qualitative research, it is important for researchers to struggle with their own biases by recording detailed field notes that include reflections on their own subjectivity (Bogdan & Biklen, 1998). Consequently, I dealt with my own biases by audio taping the data, taking field notes and sharing the notes with participants. I shared the findings with some of the participants for ensuring neutrality and objectivity of the findings and received positive feedback about the findings.

CHAPTER 4

RESULTS

In this part, firstly descriptive analysis of the data will be provided. While describing the data, I briefly summarized the data without distorting the originality of the data and struggled for representing the data to the reader as systematic and understandable as possible. Then, the analysis of the data was revealed around on the themes constituted from the data, and also based on the relevant literature and regulations.

4.1 Descriptive Analysis of the Interviews

In this part, the qualitative data are going to be analyzed descriptively. According to Yıldırım and Şimşek (2013) descriptive analysis is reflecting the interviewees' opinions to the reader remarkably through taking into consideration the themes that were identified by me.

Descriptive Analysis of the First Interview

In the first question the main problems of the inspection system were asked. The first interviewee has a tenure of 28 years as an education inspector. We can summarize the first interviewee's responses about main problems of the inspection system as (1) the three-headed inspection system. (2) Education inspectors' being bounded to Provincial Directorate of National Education although they want to be bounded directly to Ministry of National Education. (3) Inspecting Provincial

Directorate of National Education and taking orders from the Principal of Provincial Directorate of National Education at the same time. (4) Differences in terms of economics rights between ministerial inspectors. (5) Duty chaos between education inspectors and ministerial inspectors and Government's financial lost as the result of this duty chaos.

Related to the problem of the three-headed inspection system, the interviewee stated that there are three separate inspection systems although they do similar duties and these are education inspectorate, ministerial inspectorate and internal inspectorate. This situation causes problems since the duties of all the three inspection systems are chaotic and unclear. For instance, according to the responses of the interviewee, ministerial inspectors would be assigned to the Province although as an education inspector, he has the capability of doing the same duty. Also, he stated that the situation causes authority chaos between education inspectors and ministerial inspectors and financial loss to the Government. Thus, it can be stated that the determination of the duties of the three types of inspectors are not clear and contributes to confusion.

According to the interviewee, the second problem is education inspectors' being bounded to Provincial Directorate of National Education. Education inspectors want to be bounded directly to MoNE since they would work more independently and autonomously when they take orders directly from MoNE. Being bounded to Provincial Directorate of National Education contributes to many problems. For example education inspectors are under pressure because they see their superiors everyday in a small province and they cannot oppose to the orders of their superiors. According to the responses of the first interviewee, "everyday you look face to face with your superiors. Your superiors say 'do this duty like that' and you can't say anything to him" and "Our superiors say open an institution there, you say but the conditions are not appropriate for this institution. Therefore there exist conflicts." In local places there is political pressure on the local governors and this situation contributes to education inspectors' not being independent and autonomous.

The interviewee stated his opinions about another main problem which was inspecting Provincial Directorate of National Education and taking orders from the

Principal of Provincial Directorate of National Education at the same time. He indicated that:

All of the guidance and inspection duties of Province's and District's Board of National Education were given to us by the 652 numbered legislative decree. But this contributes to a problem. Principal of the Provincial Directorate of National Education is our superior but also we inspect him.

So, education inspectors have duty conflicts since they are in a position of inspecting the personnel who they take orders.

According to the interviewee, the differences in terms of economic rights between education inspectors and ministerial inspectors cause problems because they do the same job but education inspectors take almost 1500 or 1700 liras less than ministerial inspectors. Also, ministerial inspectors may be assigned for duties in provinces and this situation cause authority chaos. Although ministerial inspectors and education inspectors do the similar duties, education inspectors' being disadvantaged in terms of economic rights may affect their job satisfaction. Since the interviewee expressed his discontentment about taking less salary from ministerial inspectors, this can be an evidence of feeling less job satisfaction.

In the second question, the interviewee was asked his thoughts about the current regulation. This interview was made just before the new regulation was enacted and after the interviews were made, the new regulation has come into force. Although the interviewee expressed that the situation is uncertain; he emphasized his thoughts through making a comparison between the new and the older regulation. Firstly, in the new regulation, education inspectors and ministerial inspectors may be unified under local structure, so education inspectors will be unified with ministerial inspectors under the Provincial Directorate of National Education. But the interviewee specified that he will be dissatisfied with this change since the inspection system will not be independent again and it is open to the influences of local politicians. Also, he mentioned that the differences in terms of economic rights may be same in both of the regulations and this demonstrates his expectations about improvement in economic rights will not be met in the regulation. The interviewee's responses indicate that problems like authority chaos, local pressures, economical differences, unification under local structure will maintain in the new regulation.

In the current regulation, education inspectors were subjected to compulsory rotation. This was one of the important problems for the interviewee. He indicated that:

This rotation involves working in all of the regions from first region to fifth region ranging in each region 4 to 6 years of working requirement. To make things worse, after you finished working in all of the regions, still you cannot work in a place more than 8 years and after 8 years, you have to be rotated to any other place. This was a troublesome situation that is not applied to any other public officer or any other clan.

Therefore, compulsory rotation is one of the important problems of the current regulation based on the views of the interviewee.

In the third question, the interviewee was asked what kind of problems he faces while inspecting schools and institutions. The interviewee gave responses as he does not face important problems and he was welcomed when he went to inspect institutions. Only there may be some exceptional situations as teachers' showing resistance to inspection by saying "I don't want to be inspected". But the interviewee specified that he doesn't face important problems except such situations. Also, we can say that education inspectors may live psychological problems because of not being accepted by the inspected personnel. He mentioned that "as an inspector you behave to the teachers as friendly as you can, but inevitably there may be frosty attitudes between teachers and us in terms of the roles and expectations which are imposed to the inspectors." This is one of the problems of the interviewee that he faces while inspecting schools.

The fourth question aims to discover education inspectors' thoughts about personnel rights. The interviewee explained that he is not pleased about personnel rights. Especially, he indicated that education inspectors' economic rights are against the policy of "equal payment to equal work". He mentions that this situation decreases his motivation and working effectiveness.

In the fifth questions, education inspectors' thoughts about in-service courses were examined and the interviewee mentioned that the in-service courses were insufficient and not serving to their purposes. The interviewee indicated that the in-service courses were like a vacation and they don't add anything to them in order to improve themselves. He indicated that the in-service courses were not effectively

planned since the first and the last days of the course were held to make ceremonies like opening ceremony or giving certificates. Because the number of in-service courses was not enough, the interviewee indicated that they were not invited although they applied for some of the courses since there are almost 3000 education inspectors and only 50-60 of them were invited to an in service course. The interviewee believes the necessity of such in-service courses as long as they are planned effectively. He indicated that: “if the world is changing and developing I should not be missing out on those changes and developments through in-service courses.” But he was not invited to any course for 5-6 years and he did not benefit from the courses he participated in before. So there are problems related to the effectiveness and quality of in-service courses for education inspectors.

Regarding the organizational structure of inspection system (the sixth question), the interviewee stated that the organizational structure of inspection system was not in a stable condition and was not specified clearly in a regulation since there was not a topical regulation about the organizational structure of the inspection system. He pointed out that the organizational structure of inspection system was based on the regulation that was published in 1999, so there were not any changes or improvements about organizational structure of inspection system since 1999. In the current condition, the interviewee explained that they take orders from Governor of the Province and because there is not a specified determination of scope of duties, education inspectors receive many duties from various institutions such as hospitals, special provincial administrations, Agricultural Provincial Directorate and museums. According to the responses of the interviewee, this situation is an obstacle for education inspectors to provide guidance and on-the-job training to teachers. The interviewee emphasized that their main duty is providing guidance to teachers instead of conducting many investigations in different types of institutions. Since there is not a clear determination of scope of duties, the interviewee expressed his problems about receiving many different assignments from the Governor of the Province. The interviewee stated that as soon as the Governor of the Province assigns duties to education inspectors, they will not be independent and autonomous. This problem would be solved if education inspectors are bounded to the Ministry directly.

In the seventh question, the expectations of education inspectors from a new regulation concerning Turkish Educational Inspection System were asked and the interviewee expressed his opinions about this question as: (1) Education inspectors' being specialized in specific areas. He mentioned that every inspector should work in specific areas such as investigation or inspection. (2) The scope of duties of education inspectors should be determined very well. (3) Instructional inspection should not be done anymore or it should be done rarely. Instead of instructional inspection, education inspectors should use their time to guide to teachers. (4) The chairman of Province's Board of Inspection Institution should be selected through election. (5) Psychological support should be given to education inspectors since being an education inspector is a difficult job because they make important decisions about the personnel they have investigated. So the interviewee feels responsible about his decisions which affect life of other people. The interviewee shared one of his experiences:

I have conducted an investigation about a boy who was coming from the Society for the Protection of the Children, you know Government hold an examination and employ them. The boy was a retainer in a school and did not come to work for 72 days, but he has taken his salary for three months. After I conducted the investigation, I told the school principal to cut his salary. Three days later the boy came, he was begging. I was so influenced but I had nothing to do. This event made me upset and I couldn't sleep at night.

In the following question, the interviewee specified his expectations from a new regulation as:

The system should be organized very well and it should not have any vagueness, the scope of duties should be specified very well in the direction of benefit of the public. There should be in-service training programs for reducing the prejudice between inspectors and the inspected personnel.

In the last question, the interviewee was asked whether the new regulation concerning educational inspection system address problems of current inspection system and the interviewee expressed his opinions as the new regulation concerning educational inspection system will not address problems of the current inspection system. He added that the discrimination between education inspectors and ministerial inspectors will be a problem. Besides, he emphasized that he wanted to be unified with ministerial inspectors under Ministry of National Education but he

indicated that in the new regulation education inspectors will be unified with ministerial inspectors under local administration most probably. To sum up, he specified his expectations as improvement in economic rights, rearrangement in compulsory rotation and well determined scope of duties.

Descriptive Analysis of the Second Interview

According to the second interviewee who has tenure of 29 years; the main problems of the inspection system are: (1) the relevant regulation's being prepared a long time ago and its not being updated. The interviewee specified that "the regulation concerning inspection system is not sufficient and is not arranged according to today's conditions". So we can say the current regulation does not meet the necessities of modern age. Although there existed many developments in technology, communication and science; the regulation remain same and now it is not effective for meeting today's needs. (2) Education inspectors do not have a determined scope of duties. The interviewee indicated that: "our work is not restricted with primary education institutions, also inspecting other institutions like special teaching centers, rehabilitation centers, and many other institutions are our duties too and this leads to the disintegration of our energy." (3) Education inspectors cannot provide guidance and on-the-job training to teachers due to having a burdensome workload (4) Education inspectors make a lot of investigations and inspection. As a result of this problem, education inspectors do not have time to do their main duties which is to provide guidance to teachers. Lastly, the interviewee gave information about the changes in their denominations. There were many changes in the denomination of education inspectors. They have taken denominations such as: primary education inspectors, education inspectors, education supervisors and lastly national education inspectors. This situation shows that instead of making rearrangements in the system to solve the problems and making a fundamental reform in the system; only superficial changes were made such as changing the denomination. As a result of not making such fundamental reforms, problems of education inspectors became serious and the problems about the working conditions of education inspectors were not eliminated by such superficial changes. The interviewee gave response to the second question as: "There was a legislation

published in 1999, and there is a guideline published after this legislation, still we use that legislation, although our denomination changed several times.” The interviewee evaluated the current regulation that was in force while this interview was made. The interviewee indicated that it was necessary to revise the regulation and to regulate the regulation according to contemporary evaluation criteria. Although there are new education theories, programs and techniques, education inspectors evaluate teachers with classical inspection models. But one of the most important desires of this interviewee was changes in the inspection models. The interviewee explained his expectations about a new inspection model in the sixth question as: “inspection system should change according to new understanding or new inspection models. Inspection would be made based on performance”. He indicated that: “It is beneficial to inspect by measuring performance of institutions”.

About the third question; the interviewee explained the problems that he faces while inspecting schools and institutions as: (1) Teachers’ and school administrators’ changing too often. In D Province, there is a fast flow of teachers and school principals. This is a serious problem for education inspectors since they cannot find the same school personnel when they go to inspect a school again and they cannot provide sustainable inspection process. The interviewee indicated specifically that:

When we go to the school the school administrator continue his/her duty, when we look to the teachers, we meet and converse with each other, but in the same year, when we go to that school again, we cannot find the same teachers at the school.

In the fourth question, the interviewee was asked his opinions about personnel rights. He specified some improvements in their personnel rights such as there was a significant improvement made to their income and they begin to take the travelling expenses on time when they go to other districts. But the interviewee expressed his discontentment about having less economic rights compared to ministerial inspectors although they do the same job. The interviewee emphasized that “We go to districts with same vehicles, we do same duties but they take about 5000 Liras and we take about 3200 Liras.” Lastly the interviewee expressed his expectations about improvement in the difference between personnel rights of inspectors in the new regulation.

The interviewee mentioned that the number of in-service courses is insufficient. Although the interviewee believes the necessity of in-service courses, he explained that only 3-4 courses were opened in a year and these courses are sufficient for only 10% of education inspectors.

About the organizational structure of inspection system, the interviewee explained that: "Duties are given to an education inspector by the chairman of inspection institution of the Province, Principal of the Provincial Directorate of National Education and Governor of the Province." The interviewee talked about some speculations that were made about being bounded to Ministry of National Education directly, once the changes take effect and he made a comment about this possibility as: "If this happens, I think other duty givers had better to cease giving duties to us". He added that taking orders from three different local governors expand their working areas and contribute to burdensome workload.

As it was previously mentioned, the interviewee thinks it is necessary to update the current regulation and it is necessary to change the regulation according to new understanding and new inspection models. But according to the interviewee, if such a change happens the workload of education inspectors will increase. If we think about the responses of education inspectors about burdensome workload of education inspectors, this may contribute to more serious problems and the second interviewee made a suggestion about the workload of education inspectors as: "Cooperation and categorization between education inspectors would be made and education inspectors would be specialized in some areas." So if the workload of education inspectors increases, education inspectors should be specified in specific inspection areas such as investigation, guiding, inspecting in order to decrease the workload of education inspectors.

About the expectations from the new regulation, the interviewee pointed out that the new regulation will not bring solution to their current position. According to him, the problems of burdensome workload of education inspectors will increase. He indicated that, in order to solve the problems of inspection system, the new regulation should be planned very well. But he added that the personnel who are preparing the new regulation are insufficient in terms of quality and quantity to make

a well planned regulation. So he thinks the problems will continue when the new regulation came into force.

Descriptive Analysis of the Third Interview

According to the third interview, main problems of the inspection system can be summarized as: (1) Scope of duties is undefined (2) Personnel rights are insufficient (3) There is a two-headed inspection system. The interviewee added that “There is a new legal regulation about the problem of inspection system’s being a two-headed system. In this regulation the two-headed structure of the inspection system is going to be abated”. So the two-headed inspection system raised a problem in the current inspection system when this interview was made. (4) The interviewee stated that he encounters problems about reflection of their capability or authority to the institutions or inspected personnel. So education inspectors make some detection and determinations about the institution or they identify problems but the inspection process is restricted to only making detection. Education inspectors cannot make any changes and they cannot transform institutions into a better one. According to the interviewee, this problem arose from education inspectors’ not having occupational autonomy to change the institutions or to correct the deficiencies. (5) Lastly, the interviewee identified one of the main problems about in-service training courses. He mentioned that in-service courses are not beneficial for them and they do not serve their purposes because in-service courses are usually provided on similar topics. The interviewee assessed the current regulation as it does not provide education inspectors occupational guarantee. So education inspectors do not feel autonomous and independent while doing their job. The interviewee stated that they are influenced by local governors in the decision making process and this reduces the objectivity of education inspectors. According to him this problem would be solved by being bounded to Ministry of National Education. If the inspection system reaches to a more central structure, education inspectors would be more autonomous during the inspection process.

The interviewee explained the problems they face while they inspect schools and institutions as (1) Teachers’ not knowing new education programs and not being ready to apply education programs in their lesson. The interviewee explained that

what education programs say and what they see in the instructional inspection were very different and he added that education programs are not understood by teachers correctly. (2) Second problem arose from the effect of inspection process on teachers. He explained that “inspection makes the inspected personnel another person and inspection changes the natural atmosphere of the lesson.” So education inspectors cannot observe teachers in their natural state. (3) Finally, the interviewee faced problems because of school principals’ not being open to guidance and suggestions of education inspectors.

The interviewee stated that he is not pleased about personnel rights of education inspectors. Especially the difference between economic rights of ministerial inspectors and education inspectors is a problematic issue for the interviewee. He indicated that “we are not provided enough financial rights for solving our financial problems and struggling for improving ourselves in our job.” So the economic rights of education inspectors should be improved in order to provide them the opportunity to improve themselves in their occupation. Also, he assessed that education inspectors and the inspected personnel have almost similar economic rights and this is a problem for him.

If we look at the responses of the interviewee about in-service courses, we can say that he is not pleased by in-service courses. According to him, those courses are not planned systematically. He added that in-service courses should be arranged about subjects that are beneficial for education inspectors’ occupational development. The number of in-service course is not adequate and those courses require some conditions from education inspectors such as having a master’s degree or having a specified time of tenure. So education inspectors cannot take in-service courses effectively although the interviewee stated that education inspectors should be provided life-long learning in order to adjust to the latest developments in technology, educational science or innovations in all over the world.

The organizational structure was assessed by the interviewee as it was based on local governors. But the interviewee indicated that they cannot make objective evaluations and decisions since they are bounded to the Principal of Provincial Directorate of National Education, Governor of the Province and the Chairman of the Province’s Board of Inspection Institution. Instead of this they should be bounded to

Ministry of National Education directly. But according to the interviewee, there will not be such a change in the new regulation.

The main expectation of the interviewee from a new regulation was getting rid of the two-headed inspection system. In addition, he expects inspecting institutions based on specific criteria and not fulfilling instructional inspections based on traditional methods in the new regulation. In the classical instructional inspection which is valid in the current regulation; there were not specified standards about what they inspect in the lessons. Moreover, the interviewee stated that institutions do not take into consideration the evaluations and results of the inspection and they do not make the necessary changes in the direction of education inspectors' decisions and suggestions. The interviewee wants inspection system to be based on new inspection models such as clinical inspection and as a result of such a change they would be more autonomous, independent and objective in the decision making process. Here, he asserted that they should have occupational guarantee that means education inspectors should not worry about what Principal of the Provincial Directorate of National Education or Governor of the Province say if they make a decision. He added that "as an inspector, if you don't violate your neutrality, your decisions should not be inquired or adjudicated by anybody and I don't want to be charged after I do my job honestly and objectively." So an education inspector should feel safe while completing his duties and making decisions and the interviewee wants to be provided occupational guarantee in the new regulation.

Finally, the interviewee stated that he did not believe the new regulation will solve their problems because the new regulation is sudden and unplanned since the main problems were not identified before preparing such a regulation. The interviewee stated that "the new regulation is made because there were troublesome people especially in the central organization and they want to get rid of those troublesome people, therefore they make a new regulation." So according to him the new regulation serves different purposes instead of solving problems of education inspectors and do not add anything in terms of economic or social rights to education inspectors.

Descriptive Analysis of the Fourth Interview

The fourth interviewee, who has 8 years of experience as an education inspector, clarified the main problems of the inspection system as: (1) inspection system' not having absolute standards. (2) Retrieval processes of feedback that is given during the inspection processes of institutions are not taken into account by the personnel. (3) Inspection system's having ineffective sanction power.

The interviewee assessed the current regulation as insufficient. According to him the current regulation is not definite and it changes very often. Therefore, the current regulation does not serve its purposes and does not meet education inspectors' self-improvement needs. Although there are often changes in the regulation; those changes do not solve problems since the changes are not planned and organized well and there existed superficial changes.

The interviewee stated that they experience some problems while inspecting schools such as: (1) The physical deficiencies of schools cannot be resolved because schools do not receive financial support from the Government; (2) teacher incompetency is very excessive. Also, he added that "For overcoming teacher incompetence, there are not enough in-service courses opened for teachers and there are no preventive practices for overcoming teacher incompetence." According to the interviewee, the incompetence of school principals is a problem too. (3) Another problem is school principals and teachers' changing quickly in the Province.

The interviewee explained that the personnel rights are insufficient, he added that: "The job we do and the salary we take is not well proportioned." Hence, the main problem about personnel rights is emanated from inadequate economic rights.

The interviewee emphasized that in-service courses for education inspectors are insufficient and existing in-service courses do not help improve practices of inspectors. So we can say that in-service courses do not serve their purpose and are not effectively planned.

The interviewee gave explanations about the organizational structure of the inspection system. He indicated that they have a chairman and vice chairman in inspection institution. But they have not hierarchical boundaries to them in terms of the discipline side and the chairman is only their superior. But he is not pleased with this structure instead he wanted to be bounded to Ministry of National Education

directly since being bounded to Provincial Directorate of National Education and Governor of the Province causes some problems. He indicated that:

We take orders from Provincial Directorate of National Education with the consent of the Governor of the Province. But these orders pass from evaluation of Provincial Directorate of National Education by no means and this is a troublesome situation since there may be separate thoughts, opinions or desires.

The interviewee's expectations from a new regulation are (1) concrete standards in inspection processes (2) effective sanctions power for education inspectors and the new inspection system's having the power to impose sanctions. (3) He wanted the new inspection system to have continuous remedial in-service courses. Finally the interviewee specified his opinions about whether the new regulation will address the problems and he indicated that he cannot give an absolute answer to this question since the regulation is not being operated yet. But he is not optimistic about his expectations.

Descriptive Analysis of the Fifth Interview

The fifth interviewee is the vice-chairman of the Province's Board of Inspection Institution and he has been an education inspector for 15 years. According to the interviewee, main problems of the inspection system would be precised as: Inspection system's being a three-headed system including education inspectors, ministerial inspectors and internal inspectors. He indicated that "our sample is the same, in Turkey all the central institutions or local institutions under the surveillance of Ministry of National Education are inspected by this three-headed inspection system." He added that as a result of this three-headed system; there are some overlaps or conflicts within the working areas of this separate inspection systems. The interviewee gave an example and explained that the inspection of high schools were given to education inspectors with the 652 numbered legislation decree, but ministerial inspectors inspect high schools too. This situation causes not only an authority chaos but also the inspected personnel's feeling ambiguity about who they will be inspected by.

The fifth interviewee provided explanation about what guideline and regulation mean. Guidelines which are published under the relevant regulations

determine education inspector's function, status and scope of duties within the National Education. According to him National Education staff's training, occupational professionalism level, on-the-job training, inspection, observation and investigation about their performance evaluation take place in their regulation. Also, how to make inspection of lessons or inspection of the institution at primary schools take place in the relevant regulation and are arranged by regulations. He provided information about the new regulation and indicated that probably instructional inspection will not be applied in the new regulation. He stated his opinions about the current regulation and identified that the current regulation is old dated and there is not integration between regulations and guidelines. He expects the new regulation to provide integration between guidelines and regulations in the new system.

When the interviewee was asked the problems he faces while inspecting institutions, he stated that he is at the manager position and did not go to institutions for 4 years, he recommended taking detailed information from his colleagues. In general, he pointed out that substitute teachers and frequent change of teachers and school principals are main problems that have a negative effect on education system.

The interviewee answered the 4th question about personnel rights as insufficient. The interviewee indicated that he had 14 years of experience and when he became an education inspector, they had greater personnel rights compared to current conditions. But their economic rights decreased as years passed and he is not pleased about their personnel rights and he mentioned that they take almost the same salary with the personnel they inspect. He specified presumptions about new regulation and indicated that although they will be unified with ministerial inspectors in the new regulation, their personnel rights will be reserved and there will not be any improvement in education inspectors' personnel rights. He claimed that this condition is against the equal payment to equal work policy since education inspectors and ministerial inspectors do the same job and this situation would affect the peaceful work environment negatively.

The interviewee emphasized that he gave great importance to in-service courses. He explained the in-service module which announces in-service courses every December. In this module, how many in-service courses will be opened, how many inspectors will be invited to those courses is specified. He mentioned that last

year there were 3 in-service courses and he applied for one of those courses. But he explained that “100 education inspectors will be taken for that course and there were 120 applications. It was postponed twice. At last it was postponed to November and after that, it was canceled completely.” So we can say that in-service courses are not planned systematically. He also added that there were only 2 courses for 2500 education inspectors but more than 20 courses for 300 ministerial inspectors according to the in-service module. As a result education inspectors are at a disadvantage position in the number of in-service courses that are offered when we take into account the courses for ministerial inspectors. The interviewee expressed that for the prior in-service courses there were 76 applications but there was a short time for application and many of our colleagues did not hear the announcement and they could not apply, when they wanted to apply the module closed. As a result, this course was canceled because there were not enough applications. He explained that “In April, there is an in-service course planned too, but I don’t know whether it will be canceled or not. So, one in-service course within a year is very insufficient.” Since the interviewee gave importance to in-service courses, as the vice-chairman, he indicated that they arrange local in-service courses for education inspectors in D Province. This application deserves appreciation since they struggle for meeting the need of in-service courses on their own. He indicated that:

I and my colleagues plan local in-service courses after getting permission of the Governor of the Province. We arrange in-service courses for all of the education inspectors in our institution, those courses may be about regulation, professional self-actualization, professional self-improvement, we put into effect such courses which are planned and organized before the courses are given. Every month, one of our colleagues gives these courses within our institutions in the direction of a plan that is organized by our institution. In this year I think there are 10 or 11 local in-service courses planned.

So those courses may be beneficial for education inspectors as long as they arrange those courses through taking into account education inspectors’ needs. Additionally, according to the responses of the interviewee these local in-service courses are specific to D Province which are arranged to address the lack of in-service courses and it is not compulsory to arrange local in-service courses within Provinces’ Board of Inspection Institutions.

About the organizational structure of inspection system, he indicated that there is not a vertical structure. According to him, there are Ministerial inspectors, internal inspectors, education inspectors but ministerial inspectors are not their superior or internal inspectors are not superior of the ministerial inspectors. They have a sample, those inspectors who are responsible of making inspection in overall Turkey including all education staff, institutions concerned with Ministry of National Education and all of the staff working under the supervision of Ministry of National Education and all of those inspectors do the same job. He specified that this three-headed inspection system may contribute to authority chaos because ministerial inspectors may think that they can inspect all the institutions in local areas bounded to Provincial Directorate of National Education. According to me, this authority chaos stems from the scope of duties' not being specified well in the relevant regulation, and as a result of this fact, there may be conflict between education inspectors and ministerial inspectors.

The interviewee's expectations from a new regulation are not applying instructional inspection in the new regulation since "visiting classrooms for one or two times in a year and inspecting and evaluating teacher practices for one or two hours is an inspection style that is based on the regulation of 20 or 30 years ago." Also, he expected new inspection criteria for the performance evaluation of teachers and he added that "The success of education would be understood after years, for instance 5, 10 or 20 years later, we take the feedback after years. In this manner, I think the performance standards of education staff should be specified very well." I also emphasized that there should not be vague expressions in the new regulation. He requested that the processes, purposes and criteria of inspection, the status of education inspectors and their contribution to the inspection process should be determined very well in the new regulation. He also acknowledged that there must be common goals within all education inspectors and they should have consensus while inspecting institutions. According to him there should not be applications that show difference within education inspectors, instead there should be standard criteria.

The interviewee responded to whether the new regulation will bring solutions to the problems as there was not a definite text yet; therefore he cannot say a precise answer about whether his expectations will be met. But he denoted that in the new

regulation, Province's Board of Inspection Institution may be bounded to Ministry of National Education or Provincial Directorate of National Education. He expects to be bounded to Ministry and if they will be bounded to Provincial Directorate of National Education, his expectations will not be met. He explained the reason and indicated that since informal relationship come into being in small provinces, being bounded to Ministry would help education inspectors to be more autonomous, rational, realistic and objective. He explained that his expectations were in that direction, but he does not know to what extent they will be come true.

Descriptive Analysis of the Sixth Interview

The sixth interviewee who has 7 years of experience as an education inspector is the chairman of the Province's Board of Inspection Institution. He specified main problems of the inspection system as: (1) Both of the education inspectors, teachers and school principals' scope of duties are not determined well. (2) No specified standards in inspection system and (3) Teachers do not know what is expected from them during the inspection process. In the second question he claimed that the current regulation restricts the education inspectors and it cannot assimilate to new developments. So we can say that the current regulation is not contemporary and in a need of updating. He suggested that the inspection of teachers would be made by school principals. As a young education inspector, he complained about inspecting senior teachers who are just to be retired may contribute to conflicts between inspectors and teachers.

The interviewee specified main problems he faced during inspecting institutions as: (1) Physical deficiencies of schools since they do not have financial support from the Government. He emphasized that schools' not having their own budget may contribute to conflicts between teachers and parents since schools are old and unclean. (2) Incompetence of teachers. He indicated that teachers have problems about applying education programs while teaching; they cannot apply the education programs efficiently.

According to the interviewee, the salary they receive and the job they do are disproportional and they cannot get the economic rights they deserve. He denoted that although they work harder than ministerial inspectors, their economic rights are

disadvantaged compared to ministerial inspectors. He evaluated this situation as an injustice and when thinking of the scope of the duties they have.

The interviewee indicated that the in-service courses are insufficient although inspectors have to develop themselves continuously. As the chairman of the inspection institution, he indicated that they prepare local courses to dispel the insufficiency of the in-service courses that the Ministry arranges.

The interviewee gave explanation about being bounded to Provincial Directorate of National Education and also Governor of the Province but he emphasized that being bounded to Ministry would be better. The interviewee expressed his presumption as they won't be bounded to Ministry; consequently his expectation will not be met. Also, he claimed that being bounded to Provincial Directorate of National Education is paradoxical because when there is a problem in the Provincial Directorate of National Education, education inspectors investigate this problem and he added that "Taking orders from the person who you inspect when necessary is a conflicting issue." According to my opinion, this is a serious deficiency of the current regulation and may contribute to duty confusion or conflict within education inspectors and their superiors. The interviewee made noteworthy explanation about scope of duties being vague and indicated that they are given duties from any institutions by the Governor of the Province. He denoted his expectations as a clear definition of scope of duties in the new regulation in order not to take unplanned duties that contribute to burdensome workload for education inspectors.

The interviewee responded to the question regarding his expectations from a new regulation as: (1) Autonomous regulation, (2) Being bounded to Ministry, and added that being bounded to Provinces' Board of National Education and Governor of the Province is an obstacle for them to decide objectively and to make objective inspections.

Finally, the interviewee gave negative response to the last question and indicated that his expectations will not be met in the new regulation since he thinks there won't be important changes in the favor of education inspectors. He expressed his expectations about being more autonomous and being bounded to Ministry again. The interviewee added that there should be improvements in their economic rights.

The interviewee stated that “the scope of duties has to be narrowed or inspectors have to be specialized in specific areas.” According to him, while having such a wide scope of duties, they have to follow regulations continuously; because they have different roles such as observation and investigation, inspection and guiding; and each role is different from the others and they face role conflicts. He asserted on the specialization of education inspectors and indicated that they have to become experts in specific areas and they have to be given duties only in their own area of expertise.

Descriptive Analysis of the Seventh Interview

The seventh interviewee who has been an education inspector for thirteen years denoted first of the problems of inspection system about definition of the duties. The interviewee specified that education inspectors maintain many different roles such as investigation, searching, inspection, guiding and every education inspector has to fulfill these different roles and some of these roles are in conflict with each other. For instance education inspectors do investigation and guiding. It would be better if education inspectors are categorized into different specialization and each education inspector would be responsible of doing one of these roles. The interviewee identified another problem about taking feedback from institutions after inspection. He determined the reason of this problem as inadequacy of process inspection and explained “process inspection” as: Revisiting the inspected institution again and following whether the inspection was made appropriately and whether inspection process served its purpose. But the interviewee complained about not being able to identify the influence of inspection and take feedback scientifically. The interviewee stated one more problem about personnel rights. He added that the same occupational groups of inspectors have different economic rights and education inspectors are disadvantaged compared to ministerial inspectors in terms of economic rights.

The seventh interviewee expressed that they do not have motivation and they became depressed, hence cannot give themselves to their duties efficiently. The interviewee also identified a problem about inspection system not having the ability to renovate itself. In other words, according to him the inspection system is stagnant and monotonous because it is not renewed and it always deals with same types of

issues or problems. He claimed that the inspection system has a vicious circle in terms of scope of duties and providing motivation to inspectors. He associated this problem with the control and readjustment ability of the inspection system's not functioning well.

The interviewee expressed his ideas about the current regulation as it is not definite and there is an ambiguousness of definition of the duties. Related to this problem, he determined another problem about not visiting institutions frequently. He claimed that visiting institutions once a year prevents effective inspection and clinical inspection. Also, he stated that they visit institutions frequently while making an investigation. He expressed his ideas about burdensome workload of education inspectors as:

We have to provide guidance to novice teachers once a month. But if we go to help candidate teachers, we don't have time to go to other institutions or if we go to other institutions we can't go to help candidate teachers and we can't actualize our guiding roles.

This problem arises from education inspectors' being in a position of maintaining different roles like inspecting, guiding, and investigating.

Another problem about the regulation he identified was that there are problems about appointment of education inspectors. He explained the problems he faced related to compulsory rotation. Education inspectors are subjected to compulsory rotation after working in same place more than eight years. According to the interviewee such changes should take effect after this change comes into force and should not be applied retrospectively. According to the interviewee, if education inspectors become aware of such situations at the beginning of their working life, they would tell themselves: "I will work in 5 different regions during my working life". So they can prepare themselves and accept this situation from the beginning. Also, he specified that a problem he faces related to compulsory rotation contributes to familial problems.

The interviewee stated the problems he face while inspecting institutions for the third question. He identified first problem about frequent change of school principals and teachers and complained about not being able to find the same school staff when he revisits a school. Moreover, he faces another problem about teachers having education from different areas. So there may be teachers at schools who did

not graduate from education faculties or who did not become teachers in the area they received their education in. Also, he added that teachers do not come professionally ready from education faculties and new teachers have problems related to theories and application. He suggested that universities should give enough courses and provide their students more chances to gain practice. The interviewee mentioned another problem about schools' not having budget to ameliorate physical deficiencies. When education inspectors visit a school they see that the school is not clean due to not having financial support from the Government.

The interviewee restated the problems about personnel rights as education inspectors' having less economic rights than other inspector groups, burdensome workload and not having enough time for improving themselves.

Furthermore, he expressed his opinions about in-service courses and said that %99 of in-service training courses has vacation purposes and their contents are inefficient. He emphasized that In-service courses are given by insufficient teaching staff and those courses are not about new developments. He added that in-service courses are not well planned and have problems in timing. He explained that suddenly there exist in-service courses that are not well planned and efficient. He claimed a positive side of the in-service courses as helping meet the social needs of education inspectors because it gives them a chance to see old friends.

The interviewee stated his opinions about organizational structure of the inspection system and said there was a great paradox because of being bounded to Provincial Directorate of National Education and also inspecting Provincial Directorate of National Education. He added that as an education inspector he has to provide guidance to the staff he investigated before. He interpreted this situation as it contributes to role conflicts. He made a suggestion and denoted specialization of education inspectors would be a solution to this problem. He submitted that the organizational structure of inspection system showed a status quo structure and added that because of this structure education inspectors cannot associate with teachers.

After all, the interviewee expressed that he is disappointed about the new regulation and he specified some information about the new regulation and stated that: "New regulation will cause not having a specific place in the hierarchical

structure of the inspection system. In the new system inspection of lesson will not take place and this situation would cause school principals to pressure the teachers.” He proposed that teachers’ being inspected by school principals may lead to some problems between school principals and teachers. Also, he mentioned that the occupation of being an education inspector will lose its prestige and there will be evasion of the job. I asked about solutions and the interviewee suggested that education inspectors should be provided to be specialized in certain areas, their economic rights should be regulated consistent with the job they do, the new system should provide them the opportunity to improve themselves such as facilities about getting a master’s degree.

Finally the interviewee gave negative response to the question of whether the new regulation will meet his expectations and he made suggestions such as: (1) Education inspectors should be grouped into guidance and investigation groups, and the role confusion should be removed, (2) The inspection of districts which are independent from the province should be more frequent. The interviewee emphasized a presumption about specialization within inspectors and he claimed that although specialization is necessary for refining the system, it would make education inspectors professionally atrophied. Lastly the interviewee reminded the problem about their personnel rights and indicated that the differences between economic rights of inspectors who do the same job would damage the peaceful work environment and would affect the working atmosphere negatively.

Descriptive Analysis of the Eighth Interview

The eighth interviewee who has a tenure of five years identified main problems of the inspection system as: (1) the investigation and guidance roles of education inspectors are paradoxical. He explained that they sometimes have to provide guidance to the school staff who they have conducted investigations before. (2) Working in a local place cause problems because education inspectors who are working in local places always have to be face to face with superiors or the inspected personnel. Also, he specified that their superiors may have political pressure on them and this pressure would influence their decisions. Therefore as an education inspector he complained about not being able to make decisions objectively. (3)

Making inspections of Principal of the Provincial Directorate of National Education when there is a problem. So education inspectors would be in a position of inspecting their superiors when necessary. The interviewee interpreted this situation as creating conflict. (4) There are problems about education inspectors' role of inspection and investigation. He suggested that if education inspectors were classified into different groups who are doing different roles, it would be beneficial. (5) The interviewee stated another problem about in-service education, and he also stated that in-service educations are not sufficient and beneficial.

In the following question, the interviewee stated his opinions about the regulation and said that the current regulation is insufficient, needs revision and innovation. He explained this problem and specified that although they undertake new duties, there is not a relevant regulation about those duties. The interviewee made an inference and denoted that the regulation about primary school institutions lost its functionality because education system and educational programs changed very often but the regulation concerned with primary education remained the same. The interviewee complained about not having any regulation about inspection of high schools although this duty was given to education inspectors. So we can say that, although there exist changes in the regulation and education inspectors take new duties, they face problems while fulfilling those duties because there is not a regulation relevant to those new duties.

The interviewee stated the problems while he is inspecting institutions as (1) Frequent change of school principals and teachers, (2) Schools and institutions do not ameliorate the deficiencies that education inspectors specified in the report they prepared after the inspection, (3) Negative attitudes and negative perceptions of the inspected personnel to the inspection process and (4) School principals do not have enough capabilities about educational leadership.

The interviewee expressed his opinions about personnel rights and said that "If we were to be compared with other inspectors who are working under the Ministry of National Education, we have serious problems about our personnel rights." He claimed that although they do the same job with ministerial inspectors, their personnel rights are superior to education inspectors' rights.

The interviewee declared that the in-service courses are insufficient. He suggested that in-service courses should be planned and organized very well. He shared his experiences about in-service courses and claimed that the courses he participated in are inefficient and do not meet his needs.

After all, the interviewee gave response to the question about the organizational structure of the inspection system. He stated that the organizational structure of the inspection system has a two-headed structure. He explained that there were two different inspection units, one of them was Ministerial inspectors who were bounded to the Board of Guidance and Inspection Institution that is under Ministry of National Education and the other one was education inspectors who were bounded to Province's Board of Inspection Institution. The interviewee specified that while they are inspecting institutions in the province, they take order from Principal of the Provincial Directorate of National Education, as a result they cannot decide independently and this situation causes problems while fulfilling the roles of inspection and investigation.

The interviewee emphasized his expectations about the new regulation and he expressed that he wanted to get the denomination of 'inspector' again. So the interviewee is not pleased with the current denomination of "education supervisor". Also, he gave information about the new denomination that was specified in the draft of the new regulation. Although when this interview was made the new regulation was not signed by the Principal of the Republic, the interviewee has some information based according onto the draft and the new denomination they will get after the regulation will be signed was "National Education Inspector". Further the interviewee stated that in the new regulation both of the Ministerial inspectors and education inspectors have the same denomination but their personnel rights will remain the same. As a result the interviewee expressed that he is not optimistic about the new regulation because there won't be any difference in terms of personnel rights in this regulation. Consequently the interviewee emphasized that the new regulation will not address the problems with its current aspects.

Descriptive Analysis of the Ninth Interview

The ninth interviewee who has a tenure of seven years identified main problems of the inspection system as (1) Three-headed structure, (2) Broad scope of duties and (3) education inspectors' not being specialized to fulfill different duties such as investigating, observing, guiding, and on-the-job training. In the second question, the interviewee specified the problems of the current regulation and stated that the main problem is there doesn't exist contemporary regulation and guidelines after the previous legislative decree published in 2011. So there is a published legislative decree but the supplementary parts of the legislative decree did not include any explanation about how execute the assigned duties. According to the interviewee the inspection carried out were based on older regulation and guidelines because there aren't any new regulations and guidelines. The interviewee clarified the problem and stated that although there have been many changes in the education system and many developments in technology, regulations concerning inspection system's were not updated and stated that this was the most important problem about regulations concerning Turkish Educational Inspection System.

The interviewee stated the problems he face while inspecting the institutions and said that inspected personnel are not ready for inspection and they do not have enough knowledge about inspection. Hence the interviewee complained inspected personnels' not being competent and added that school principals do not update their knowledge about relevant regulations. So the main problem the interviewee faces at schools is school staff's not improving themselves in their area. The interviewee stated one more problem that was the prejudice of inspected personnel toward the inspectors.

The interviewee identified problems about personnel rights and mentioned that the main problem emanates from the three-headed structure of the inspection system and different inspectors' having different personnel rights in this system. Therefore the interviewee is not pleased about Ministerial inspectors' having more advanced personnel rights compared to education inspectors and he added that this problem affects the peaceful work environment between different types of inspectors negatively.

Additionally, the interviewee explained the problems of organizational structure of the system and stated that they cannot make objective decisions because education inspectors are bounded to local government consisting of governor of the province and Principal of the Provincial Directorate of National Education. Consequently the interviewee specified that the local structure of the inspection system and the politic pressure on the superiors affect education inspectors' decision making process negatively and he suggested being bounded to the Ministry directly to eliminate this problem.

The interviewee also stated his opinions about in-service training courses and identified that inspectors' ideas and request were not taken into account while planning in-service courses. He said that although inspectors were included into in-service courses by Ministry of National Education or based on voluntarism, those in-service courses were not prepared about subjects that education inspectors need and in-service courses did not add anything to them. Also, he mentioned that in-service courses have to be planned through taking ideas and requests of inspectors.

Apart from this, the interviewee told his expectations about the new regulation and said that firstly the three-headed structure of the system has to be removed because different inspectors have different personnel rights in this three-headed structure although they do the same job. He restated again that this was an important problem for providing peaceful work environment. He suggested that in the new regulation inspection have to be organized under Ministry of National education and all of the inspection personals should have same personnel rights. As a consequence the interviewee specified that his expectations will not be met after the new regulation is put into effect.

Descriptive Analysis of the Tenth Interview

The tenth interviewee identified the main problems of the inspection system as: (1) Frequent changes in the regulations and education inspectors' taking orders to do duties which are not in their job description. So the interviewee complained about local structure of the system, broad scope of duties and not having definite scope of duties. He added that because of those problems they cannot find enough time to do their principal duties such as guiding and on-the-job training. He explained his

principal duties and stated that although observation and investigation duties were not education inspectors' prior duties, observation and investigation duties are perceived as their basic duties by the superiors. He clarified that their duties were inspection, guiding, on-the-job training and lastly observation and investigation. He commented that they take duties in the reverse order as a result of this situation he said that the time he can separate for inspection and guiding reduces because he makes many observations and investigations.

The interviewee stated that he has never been optimistic when a new regulation is going to be published. Specifically, he stated that he has entered to the inspection system in 1994, whenever education inspectors were told that there will be an improvement, the system became worse. So he has not been pleased about all of the changes in the inspection system before. He specified his hopes as inspection system's being in a region system and being bounded to the Ministry directly. He clarified that in such a region system, education inspectors would give less importance to investigation. He mentioned that in the Province, Provincial Directorate of National Education gives education inspectors easy or unimportant duties or investigations that could be done by school principals. Therefore this situation causes waste of time and education inspectors cannot do their duties due to lack of time. He added that if education inspectors work within regions, under the Ministry of National Education, they would not waste their time with unimportant investigations; instead they would have definite scope of duties.

In the following question the interviewee identified problems he faces while inspecting schools and institutions and determined that the main problems were paid teachers and frequent changes of school staff. He stated that the in-service training courses for paid teachers were insufficient and since those paid teachers had graduated from other branches instead of the branch they work in, they contribute to problems in terms of applying new educational programs. He brought an explanation about the problem and said that "Maybe if a paid teacher graduated from classroom teaching and was assigned as classroom teacher, this would not be a problem but when a social science teacher is assigned as classroom teacher this would contribute to problems." So paid teachers were mentioned by the interviewee as the main problem and he believes paid teachers should be assigned whichever branch they

have graduated from in order to apply education programs sufficiently or they should be provided in-service courses before they began to work in a different area.

The interviewee pointed out his opinions about personnel rights and he stated that the personnel rights were very insufficient. He is very displeased about moving backward in terms of personnel rights after a system change occurs. He stated that education inspectors moved backward in terms of their authorization or personnel rights after he began to work as an education inspector. The interviewee prefers not having changes and not moving backwards instead, remaining in the same place in terms of personnel rights. After, I asked what he expected from a new regulation, he answered that they should have the same personnel rights with other inspectors and added that the difference between personnel rights of ministerial inspectors and education inspectors was inconsistent with the policy of equal salary to equal work. Also, he made an interesting comment and stated that when the policy of 'equal salary to equal work' was published, their denomination changed to 'supervisor' instead of 'inspector' and they were deprived of receiving benefits from the personnel rights Ministerial inspectors received.

The interviewee explained that the in-service courses are insufficient. He said that especially in recent years the number of in-service courses for education inspectors has been reduced. He has complaints about not being provided in-service courses in the areas he needed. He said that since he has become an education inspector he desired to take an in-service course about financial issues but he cannot take such a course and cannot improve himself in this area. He emphasized that the in-service courses were usually organized about similar topics like inspection, investigation. But he prefers to take in-service courses in the areas he is insufficient, not about subjects he already knows. The interviewee stated his prior experiences about an in-service course about pre-school education which was the only one beneficial for him. But apart from this course, other courses did not address his needs hence he didn't apply to such courses.

The interviewee indicated his ideas about organizational structure of Turkish educational inspection system. He identified the first problem as: "the duties we are responsible of depend on or are connected to our superiors. For example, I ascertain a teacher's not being appropriate for his/her duty. But who assigned this teacher for

that duty? My superiors.” As a result of this situation the interviewee falls in a position of inspecting the decisions of his superiors and unavoidably problems exist in terms of the relation between education inspectors and their superiors. The interviewee wanted to work within regions to avoid such problems. “if we work within regions, we will be bounded to MoNE in Ankara under the institution of the Board of Guidance and Inspection Institution and there will be inspection regions which are independent from Provincial Directorate of National Education.” Hence the interviewee would be more autonomous and objective while inspecting the work of Provincial Directorate of National Education. Finally he complained about the vicious circle of the inspection system because of inspecting the decisions of their superiors.

In the following question although the expectation of the interviewee was asked, the interviewee stated his expectations will not be met and they will get an enormous zero after the change in the system. He expressed his expectations and stated that there should be inspectors from all of the branches. He emphasized that although they were responsible of inspection of the high schools after the 652 numbered legislation decree, there weren't any education inspectors who worked with high schools before. He added that there were not education inspectors specialists on pre-school education or visual arts. He determined that most of the education inspectors were specialist in classroom teaching instead of different branches and this was of the most important problem. He stated that in the new regulation the diversity of education inspectors should be widened and he expects to work within regions. The interviewee wanted to be provided in-service courses in the topics they need. About maintaining different roles, he denoted a problem and stated that they were perceived as the “Province's investigation officials”. So instead of making investigations of all the institutions, he prefers to make guidance and on-the-job training to the teachers. The interviewee expressed his discontentment about taking sudden and unplanned duties from his superiors because such duties distort their working plans. Lastly he mentioned that he did not think the new regulation will solve the problems, instead it will increase the problems.

Descriptive Analysis of the Eleventh Interview

The eleventh interviewee who has tenure of twelve years identified main problems of the inspection system and stated the problems as: (1) There are not enough education inspectors; (2) Education inspectors do not have enough knowledge about their profession (3) Inspecting institutions rarely contribute to problems. The interviewee explained the problems as “Because our working area is too wide, we go to the institutions once in a year or once in two years. This causes not fulfilling our guiding and on-the-job training duties sufficiently.” The interviewee indicated that he cannot find the same school staff at the school because teachers and school principals change very often. The interviewee stated that schools and institutions do not ameliorate their deficiencies which education inspectors reported in the previous inspection.

The interviewee expressed his opinions about current regulation concerning Turkish Educational Inspection System and stated that the current regulation was insufficient, not high qualified and the number of education inspectors are not enough to apply the current regulation. The interviewee complained about burdensome workload of education inspectors and therefore there should be more education inspectors to fulfill the duties. Also, he identified another problem about maintaining different roles such as guiding and investigating due to education inspectors’ not being classified into branches. So he suggested specialization within education inspectors. Lastly he specified that their definition of duties were not clearly stated in the current regulation. Those were deficiencies of the regulation according to the eleventh interviewee.

Above all, the interviewee identified problems he faces while inspecting schools and institutions. He indicated that the regulation concerning inspection of school and other institutions changes frequently and teachers cannot adapt themselves to the changes. Also, he stated that frequent changes of school staff cause problems since he cannot find the same personnel in the next visit to the schools. Apart from this, he explained that frequent changes of school staff mostly emanated from substitute teachers’ recruitment. So he is not pleased about substitute teachers’ recruitment since they work at schools for a short time and this contributes to problems.

When the interviewee was asked his opinions about personnel rights of education inspectors, he stated that they receive less or almost the same salary with the inspected personnel. So, the interviewee desires a difference in terms of economic rights with the personnel he inspected. He also expressed that ministerial inspectors who do the same job with education inspectors have superiority in terms of personnel rights. Hence, he is not satisfied about the differences in the personnel rights between ministerial inspectors and education inspectors. The interviewee indicated that this problem was inconsistent with the policy of equal salary to equal job. According to him, as a result of this situation, the job satisfaction and contentment of education inspectors were affected negatively.

According to the interviewee in-service courses are insufficient and existing in-service courses are not planned effectively and they do not serve their purposes. He complained about in-service courses' being arranged on similar topics and not helping education inspectors' improvement.

The interviewee was also asked what he thinks about the organizational structure of Turkish Educational Inspection System and he gave response as: "Working under the Provincial Directorate of National Education hinders us working independently." In addition to this, he denoted that the definition of duties was not clear and this requires education inspectors to inspect many different institutions. Also, he complained about taking unnecessary assignments and stated these assignments hinder education inspectors to do their principal duties appropriately.

The interviewee expressed his expectations about a new regulation and stated he expected improvement in personnel rights. But he expressed his negative thoughts about his expectations' being met and stated that his expectations will not be actualized in the new regulation. In the last question, the interviewee indicated there were some speculations about the new regulation and the instructional inspection will not take place in the new system. The interviewee commented on this situation as it would lessen his workload and it would be beneficial for him. But he has some concerns about the inspection and evaluation of teachers. According to the interviewee, if education inspectors will not inspect teachers, the inspection of teachers should be specified clearly in order not to create problems for education system. Finally he stated that he did not believe the new regulation will solve the

problems of inspection system unless there will be changes and improvements in the personnel rights of education inspectors.

Descriptive Analysis of the Twelfth Interview

The twelfth interviewee who has been an education inspector for five years answered to the question about main problems of Turkish Educational Inspection System as: (1) Broad scope of duties, (2) Education inspectors' not being specialized in different branches and every education inspectors' fulfilling every the duty. The interviewee made a suggestion about education inspectors' being specialized in areas such as investigation and inspection. Another problem identified by the interviewee is that the definition of duties is not clear for education inspectors and they fulfill every duty which the Governor of the Province assigned. So education inspectors have a wide scope of duties. According to the interviewee, this situation should change and they should have specific scope of duties in order to maintain their duties effectively.

According to the interviewee the current regulation is not sufficient. He indicated there were deficiencies about the regulation such as appointment of inspectors, training of inspectors, scope of duties, investigation and inspection aspects. He made a suggestion and stated that the institutions inspected by education inspectors should be reorganized and there should be standards about appointment and training of education inspectors. After that, I asked detailed information about appointment and training of education inspectors and the interviewee responded to the question as:

The criteria of appointment of education inspectors are not clear. By the legislative decree numbered 652, the appointment regions of education inspectors changed and compulsory rotation took effect which requires an education inspectors' not working in the same province more than 8 years. If an education inspector works more than 8 years in a province, he or she undergoes to rotation and his/her working place changes.

According to the interviewee, the compulsory rotation is a problem and it would be better if appointment conditions of education inspectors were determined precisely at the beginning of their working life. He added that such changes may create problems for his family and education of his children.

The interviewee stated his views about the problems he faces while inspecting schools and institutions. He indicated that they come across the same problems which they specified in their previous inspection. He complained about school staff's not reading the reports they prepare. So the institutions do not perform anything to refine the deficiencies. Also, he identified another problem about substitute teachers because they were not trained well and they graduated from many different areas but work as classroom teachers. Lastly the interviewee defined a problem about new teachers' not being ready for becoming teachers and education inspectors not having enough time for on-the-job training of those teachers.

The interviewee also stated that education inspectors' personnel rights were not sufficient. Moreover, he explained the problem was not only about economic rights, but also education inspectors don't have opportunities for receiving further education. According to him, the education rights of inspectors should be reorganized so they can receive further education in the universities they want. Additionally, he stated that he had concerns about the appointment of his wife after his was appointed to another province. He expressed that he wanted to feel confident about appointment of his wife.

When the interviewee was asked his opinions about in-service courses, he stated that he did not think the in-service courses were beneficial. He explained the reasons of this situation and added that they cannot get in-service courses about the topics that they need, the topics of in-service courses were similar and they do not make a contribution for their improvement. According to him, the subjects of in-service courses were not on the topical issues and do not involve innovations in education. He also specified that educator staff of in-service courses were not experts of the topics.

In the following question, the organizational structure of the inspection system was asked and the interviewee explained their hierarchical structure. According to his responses, education inspectors are responsible to fulfill duties assigned by Principal of Provincial Directorate of National Education, Governor of the Province and the Chairman of the Province's Board of Inspection Institution. He specified that although he did not face any problems with his superiors, he has concerns about this issue because in provincial cities, there may be manipulations of

Principal of Provincial Directorate of National Education and Governor of the Province on decision making process of education inspectors. He stated that their scope of duties was not specific and they have a wide working area because of the local structure of the system.

After all, the interviewee was asked his expectations about the new regulation and stated that he was very hopeful and excited about the new regulation. But after he has seen the draft of the regulation, he was disappointed because most probably there will not be any differences in terms of economic rights in the new regulation. He denoted that he has expected to have the same rights with ministerial inspectors. So he pointed out the new regulation will not address the problems and will not meet his expectations.

Descriptive Analysis of the Thirteenth Interview

The thirteenth interviewee has 14 years of experience as an education inspector. He identified main problems of the inspection system as: (1) Broad scope of duties, (2) Difficulty in following the relevant regulation while inspecting and investigating institutions, (3) Number of education inspectors is not sufficient to fulfill duties, (4) Education inspectors are not specialized in different working areas and they do not have time to improve themselves because of the burdensome workload, (5) They do not have enough time to visit institutions frequently. (6) Frequent changes of school staff, (7) Novice teachers are not ready for becoming a teacher and in small towns they are assigned to schools which have joined classrooms. The interviewee shared his experiences and explained that he came across novice teachers who work in schools with joined classroom. He added that novice teachers experience serious problems about applying educational programs while working in joined classrooms.

The interviewee stated his opinions about the current regulation and explained that there were not enough working staff to implement the regulation, the number of education inspectors was insufficient and the current regulation was not high-qualified. He stated that they have an enormous working load but when they look at the results of the inspection, they see the inspection practices do not arrive at a conclusion and they see the same problems when they inspect the institution again.

We can conclude that although the interviewee faces problems about not having enough time, their inspection practices are not taken into account in institutions and their efforts are wasted.

The interviewee explained the problems he faces while inspecting institutions and denoted that main problems are frequent changes of teachers and recruitment of substitute teachers. He emphasized that substitute teachers have important deficiencies, they don't know education programs, regulations and guidelines concerning primary education, they are not provided in-service courses. He preferred that if substitute teachers were provided effective in-service trainings, the problems would not be so serious. Also, he stated that because their working area was so time consuming and exhausting, they could not help substitute teachers sufficiently. He argued that not only teachers but also school principals should be provided in-service courses since they have deficiencies about applying current regulations and guidelines. Also, he admitted that sometimes he wanted to illustrate the true method of an implementation, but he encounters with the resistance of school principals. So there are problems emerged from the school staff's being in a position of being inspected and they may have prejudices to education inspectors.

In the next question the interviewee explained his views about personnel rights and he expressed that he is not satisfied about their personnel rights. He added that they receive less salary compared to the target people who they inspect and he determined this situation as unfair. He specified there were differences in terms of personnel rights between ministerial inspectors and claimed that the problems in personnel rights decreased his working enthusiasm.

The interviewee indicated that the number of in-service courses does not meet the needs of education inspectors. He emphasized that the subjects of those courses are not efficient and beneficial for them. He expressed his complaints about in-service courses' not being arranged on current topics; instead they were usually arranged on similar topics. According to the interviewee, the reason of in-service courses' not being effective is related to the academic personnel who provide the course. Finally he mentioned that in-service courses do not serve their purposes.

According to the interviewee the inspection system should be bounded to Ministry directly. So he is not pleased with the local structure of the inspection

system. He explained that the hierarchical structure of inspection institution and he pointed out education inspectors take orders from Governor of the Province, the Chairman of Province's Board of Inspection Institution and the Principal of the Provincial Directorate of National Education. He expressed that in small cities education inspectors may face problems based on political pressure. He identified that there may be problems stemmed from conflict of interest of the local politicians. He stated that if an education inspector wants to do his job honestly and objectively, this may disturb local politicians or their favoritism in some of the institutions. As a result, he submitted that education inspectors cannot make decisions objectively because of the local structure of the system.

The interviewee stated that he expected positive improvements in their personnel rights. He also identified another problem about compulsory rotation. He emphasized that education inspectors cannot work more than eight years in a province. He assessed this condition unfair since there is not such a rotation condition for any other public workers. Also, he argued that such a change should be valid for education inspectors who were appointed as an education inspector after the rotation took effect. So the interviewee faced problems about rotation and wanted this situation to be changed in the new regulation. Lastly the interviewee explained that unless there existed radical changes in the regulation, the problems would not be solved. He added that problems will continue as long as education inspectors are bounded to Provincial Directorate of National Education and expressed that he is not hopeful about the new regulation.

Descriptive Analysis of the Fourteenth Interview

The fourteenth interviewee has 22 years of experience as an education inspector. He identified main problems of the inspection system as: (1) Three-headed system. (2) Education inspectors' not being specialized in specific areas of inspection. (3) Political pressure on the system cause many problems. He mentioned that politicians sometimes majored their thinkings on the system through devolving their own thinking and opinions to students, teachers, fields or lesson books and this created problems. The interviewee pointed out his views about education system and complained about frequent change of education programs since teachers have

problems to follow these changes. He added that education system should have standards and it should not change from east to west of Turkey. He made a comparison between today's education system and the education system in the past. He concluded that in the past the education system was more qualified although the opportunities were restricted. He stated that teachers or education inspectors do not read book and do not improve themselves. Then he mentioned that because of the burdensome workload he cannot find time to improve himself. He indicated that they have many duties such as investigation, observation, guidance, inspection, on-the-job training, opening institutions, and closing institutions. He provided an example and explained that when a market is going to be opened near a school, education inspectors inspect and make decisions about opening the market. Additionally, he specified that Governor of the Province assign education inspectors duties such as investigation or observation of some institutions. According to him, their working area is not specified and they can't find any time to improve themselves. Also, he provided information about education inspectors' denomination changes and he indicated he was not pleased about 'supervision' denomination. He stated that according to the draft of the new regulation, education inspectors' denomination will be as "national education inspector", hence he was glad to take "inspector" denomination back but he thinks in terms of personnel and social rights, there will not be any difference. He expressed his feeling about personnel and social rights and indicated that he was unhappy, education inspectors can't be specialized in any fields and they have uncertainty about their duties.

In the following question, he was asked his opinions about the current regulation and he stated that they can't be specialized at areas about educational inspection, they have burdensome workload and their scope of duties is not clear. He added that education inspectors don't have satisfying personnel and social rights. He explained that education inspectors conduct inspections and investigations with the consent of Principal of the Provincial Directorate of National Education and the Governor of the Province and apply punishments which are specified in 675, 1702 and 4357 numbered laws. According to his response, although they don't have command of applying punishment, they make recommendations and the inspected personnel take punishment if the superiors validate their decisions. So according to

him, an education inspector has to know everything within Turkish Punishment Law and always have to search and improve himself. Therefore he does not believe their personnel rights are consistent with the duties they fulfill.

The interviewee stated his opinions about the problems he faces while inspecting institutions. Firstly, he complained about inspecting schools without taking into consideration the environmental conditions of the schools. According to him, while inspecting the schools it is important to take care whether the school is in the center of the capital city or on rural places. He also expressed that the inspection processes are based on out-dated regulation. Then he provided an example about asking schools whether they have an instruction manual for heating stove use or instructions about fire corner. Since heating stoves or fire corners are not used in today's conditions, he interpreted the current regulation as it is not contemporary. According to him, instead of such details, it is more important to take into account the problems of teachers, their job satisfaction or their living conditions. Although he values teachers and takes care their problems, he criticized teachers' not being willing about improving themselves, not reading book and not getting benefit from technological advances. Also, he criticized education inspectors and stated that they have to integrate the system with technological changes, they have to think individualistic differences and needs and they should not use punishment as a solution.

The interviewee responded to the question about personnel rights and he claimed that education inspectors do not have personnel rights they deserved. Additionally, he stated that he wanted to get back 'inspector' denomination instead of 'supervisor' denomination. Apart from this, he stated that there was unfairness in terms of the personnel rights when they compared to ministerial inspectors. He explained that ministerial inspectors conduct 2-3 investigations in a year but education inspectors conduct many investigations in a year. He expressed that he can write a thousand pages novel after completing an investigation. According to him, they separate an enormous amount of time to an investigation. For example he stated that he has conducted 56 investigations in this year. He restated that education inspectors are not pleased about their personnel rights. He highlighted the difficulties of being an education inspector and stated that they were always in danger because

they always travel from one place to another. He pointed out his disappointment about personnel rights and expressed education inspectors work very hard for this country's development, cultural improvement and modernization. He added that although they do not maintain their duties for just earning money, they have to receive what they deserved.

The interviewee evaluated in-service courses and stated that in-service courses were usually inadequate. According to him, the in-service courses were made in order to make a holiday and for the sake of the purpose. He argued that instead of this, in-service courses should make a contribution to education inspectors' improvement. But he submitted that they cannot get benefit from current courses although they participate in these courses for fifteen or twenty days and they take certificates. He added that in-service courses should be planned well and they should be inspected and evaluated like a school, they should have exams and provide significant certificates after being successful in the exams.

The interviewee responded to the question about the organizational structure of the system and explained that:

Education inspectors have working groups in the province. There is a chairman of this group who is the responsible person within the group. The chairman of the group makes division of the duties. Group chairman of is bounded to the chairman and the vice-chairman of the Province's Board of Inspection Institution.

After explaining the organizational structure of the system he stated that education inspectors desired to be bounded directly to Ministry of National Education. He expressed that they would be more independent if they were bounded to the Ministry.

The interviewee pointed out his expectations about the new regulation and stated that education inspectors' personnel rights should be improved and they should be unified with ministerial inspectors at the upper level. He explained that ministerial inspectors' personnel rights were more advantaged than education inspectors' rights and if there will be unification, education inspectors' personnel rights should be equalized to ministerial inspectors' personnel rights. Also, he stated that the injustice in terms of their personnel rights affected the working enthusiasm of them negatively.

Finally, the interviewee stated that the system should be in such a condition that everybody does their duties with the feelings of responsibility. According to him, the inspection system should eliminate the problems and the system will adapt itself to developments. So he desired a functional inspection system that has the ability to eliminate the problems.

So far, descriptive analysis of the data was represented. In the next section, data analysis will take place around the themes identified from the data, citations from the data, and also relevant studies and regulations.

4.2 Analysis of the Data

In the previous part the descriptive analysis of the data were reported and in this part, I examined analysis of the descriptive data by inductive method. I specified the themes related to sub-problems in order to find answer the first research question that was: “How do education inspectors evaluate the current inspection system as they experience it?” In this study, five problem descriptions were specified as sub-problems in order to eliminate unnecessary information and themes were identified around these problem descriptions. Problem descriptions are: (1) Organizational structure (2) the current regulation, (3) inspection process, (4) personnel rights, (5) in-service courses. Additionally, other themes were identified related to education inspectors’ expectations about a new regulation so as to answer the second research question which was “What do education inspectors expect from a new inspection system?” Hence, the opinions of the interviewees were analyzed around the themes emerged within the problem descriptions and also expectations from a new inspection system. After the descriptive analysis, the findings were described and interpreted by the researcher in this part too. In the following part the themes concerned with “Organizational Structure” were determined to describe and categorize the themes more specifically.

4.2.1 Problems about the Organizational Structure of the Inspection System

To give answer to the first research question it is important to identify the problems of the Turkish Educational Inspection System. In this section, themes related to ‘Organizational Structure’ were identified. The themes were formed after

gathering together the similar problems identified. Themes related to organizational structure were; (1) Local structure, (2) Three-headed inspection system and (3) Duty conflict that resulted from education inspectors' being in a position of inspecting Provincial Directorate of National Education. Those themes were represented in Table 4.1.

Table 4.1

Themes related to the organizational structure of the inspection system

Problems	Frequency
1. Local structure	12
2. Three-headed inspection system	6
3. Duty conflict that resulted from education inspectors' being in a position of inspecting Provincial Directorate of National Education	6

The first theme emerged within the organizational structure is the “local structure of the inspection system”. Twelve of the interviewees identified this problem as one of the main problems. Education inspectors are bounded to Provincial Directorate of National Education and they receive orders from the Principal of the Provincial Directorate of National Education, Governor of the Province and the Chairman of the Province’s Board of Inspection Institution. According to the findings, inspection system’s having a local structure contributes to education inspectors’ not making objective decisions, not having occupational autonomy and being subjected to manipulation of the superiors. One of the interviewee indicated that: *“In local places, you always have to be face to face with superiors or the inspected personnel. In addition, our superiors may put pressures on education inspectors; hence we cannot make decisions objectively”* (I8). We can say that in local places local governors may exert pressure on education inspectors and the decisions of education inspectors may be affected from this situation. Also, it is important to state that unofficial relationships between working personnel and political pressure on local governors may be more specific to developing provinces since such provinces have fewer working people who may become familiar with each other after a while. Previous studies supported this finding (Kayıkçı & Şarlak, 2013; Gümüş & Karabıyık, 1997; Tok, 2007). Gümüş and Karabıyık (1997) pointed

out that education inspectors who are working in local places are influenced by the personnel around them and Tok (2007) emphasized that education inspectors are more subjected to political pressure than ministerial inspectors since ministerial inspectors are bounded to Ministry. Kayıkçı and Şarlak (2013) determined that education inspectors who work in provincial places are exposed to the pressure of local politicians. Consequently, this situation impedes objective and independent decision making process of education inspectors. Another interviewee explained this situation and stated:

In small cities we face problems based on political pressure. There may be some situation –how can I say- conflict of interest. If somebody wants to do his job honestly and objectively this may disturb local politicians or their favoritism in some of the institutions. (113)

The problem of local structure was also confirmed by the chairman of the education inspectors:

Because we are bounded to Provincial Directorate of National Education, we cannot be autonomous and we can face problems while inspecting. Inspection system has to be independent from Provincial Directorate of National Education and Governor of the Province. (16)

The problem of local structure and political pressure on local governors was supported by previous studies (Beyhan, 2009; Dağlı 2006; Kayıkçı & Şarlak 2013; Özmen & Şahin, 2010; Şahin, Çek & Zeytin 2011a). Previous studies indicated that being bounded to Provincial Directorate of National Education is one of the important problems that education inspectors face (Dağlı, 2006), inspectors are manipulated by local politicians while making investigations (Beyhan, 2009; Özmen & Şahin, 2010) and education inspectors cannot make objective decisions because of the manipulation of their superiors (Şahin, Çek & Zeytin, 2011a). Dağlı (2006) suggested that education inspectors should be bounded to Ministry directly in order to solve the problems that emanated from the local structure. Therefore, education inspectors might not decide neutrally and objectively because of the local structure.

According to the regulation numbered 27974 article number 55/a (MONE, 2011a), 652 numbered legislative decree article number 30/3 (MONE, 2011b) and the new regulation numbered 29009 article number 44/1 (MONE, 2014); education inspectors are bounded to Provincial Directorate of National Education. In the new

regulation, according to the article number 46/i and j; education inspectors are responsible to fulfill other duties assigned by the Principal of the Provincial Directorate of National Education together with duties specified in the relevant regulation. These official documents indicate that inspection system has a local structure and education inspectors are required to fulfill all duties assigned by their superiors.

The second theme is “three-headed inspection system”. As it is seen in Table 4.1; six of the interviewees identified this three-headed structure as one of the main problems of the inspection system. That is to say, there are three kinds of separate inspection systems which are functioning for similar purposes and inspectors within these three separate systems are responsible of inspecting institutions bounded to Ministry of National Education. These inspectors within the separate inspection systems are (1) Ministerial inspectors, (2) Education inspectors and (3) Internal inspectors. This three-headed structure of the inspection system contributes to problems because duty confusion occurs within different types of inspectors. For instance one of the interviewees indicated that:

When ministerial inspectors come to our province, they do the same job as I do or although I have the capability to do a particular duty, Ministry assign a ministerial inspector. I usually do such jobs here but ministerial inspectors are assigned to do the observation and investigation. This situation contributes to authority chaos and also the Government has financial loss. (11)

The problem of three-headed inspection system was verified by the vice-chairman as:

There are three different inspection systems. Actually, our sample is the same, in Turkey all the central institutions or local institutions under the surveillance of Ministry of National Education are inspected by this three-headed inspection system somehow. Also, there exist some overlaps or conflicts within the working areas of these separate inspection systems. (15)

This finding was also confirmed by the official documents of MONE relevant to different inspection systems. Firstly, the regulation numbered 21217 (MONE, 1993) arranges the principles and procedures of ministerial inspectorate. In this regulation, according to the article number 7/a; ministerial inspectors are responsible to carry out the inspection and investigations of all institutions of MoNE and

conducting inspection and investigation of school institutions bounded to MoNE on be half of MoNE (MONE, 1993). On the other hand, the regulation numbered 27974 specifies the scope of duties and responsibilities of education inspectors and in this regulation, according to the article number 55/a, education inspectors are responsible to carry out guidance, on-the-job training, inspection and investigations of institutions including all primary and secondary education institutions with the recommendation of Principal of the Provincial Directorate of National Education and the consent of Governor of the Province (MONE, 2011a). These regulations demonstrate the differences in the organizational structures of ministerial and education inspectors and capture that while ministerial inspectors are bounded to MONE, education inspectors are bounded to Provincial Directorate of National Education. Based on these regulations, it can be concluded that there may be conflicts in terms of duties and responsibilities since both ministerial and education inspectors are responsible to inspect education institutions.

There is another inspection system named “internal inspection”. Based on the article number 5/1 of the regulation concerning working principles and procedures of internal inspectors; internal inspectors are responsible to control whether the public institutions function consistent with their purposes, development plans and programs, strategic plans and relevant regulations through providing effective use of the sources and the integrity and confidentiality of the information (Ministry of Internal Affairs, 2006). According to this regulation, there are forty internal inspectors working within MONE (Ministry of Internal Affairs, 2006). As a consequence, inspection of educational institutions is maintained by three different institutions and this situation renders the inspection process complex and vague.

In 2014, a new regulation concerning inspection system was published and in this regulation ministerial inspectors and education inspectors were unified and have the denomination of “National Education Inspectors” (MONE, 2014). This regulation represents the organizational structure of the Board of Guidance and Inspection Institution and the scope of duties of National Education Inspectors. This regulation indicates that according to the article number 44/a; national education inspectors are bounded to the Provincial Directorate of National Education (MONE, 2014). This article demonstrates the unification of ministerial inspectors and education inspectors

occurred under Provincial Directorate of National Education. This arrangement partially brought solution to three-headed inspection system, and currently there are two types of inspectors; national education inspectors and internal inspectors after the new regulation was implemented, but problems of education inspectors related to the local structure continue in the new inspection system.

Further, inspection of high schools is an example illustrating the duty conflict that stemmed from the three-headed structure of the inspection system. Although inspection of high schools was maintained by education inspectors after 652 numbered legislative decree, according to findings ministerial inspectors could be assigned to inspect high schools in the provinces. This problem indicates that the definitions of duties of different types of inspectors are not determined clearly. This finding was confirmed by the data collected from the vice-chairman of education inspectors:

Although the inspection of high schools is given to education inspectors with the 652 numbered legislative decree, sometimes ministerial inspectors inspect high schools too. And this situation causes what? It causes an authority chaos. (15)

The three-headed inspection system contributes to another problem because there are differences in terms of personnel rights within different kinds of inspectors. Findings of this study indicated that main problem emanates from education inspectors' and ministerial inspectors' having different personnel and economic rights. These results are consistent with other studies (Ergü, 1998; Kayıkçı, 2005; Kayıkçı, 2010; Kayıkçı & Şarлак, 2013). Kayıkçı (2010) stated that ministerial inspectors are more advantageous in terms of personnel rights, education inspectors are not pleased about their personnel rights and education inspectors have lower levels of job satisfaction compared to ministerial inspectors. Another study conducted by Turan (2009) demonstrated that the three-headed structure of the inspection system contributes to problems between ministerial inspectors and education inspectors and he added that although the appointment conditions, education levels, scope of duties, working conditions of education inspectors and ministerial inspectors are the same, these inspectors have different authority, status and personnel rights. Therefore, we can say that the difference related to personnel rights of education inspectors and ministerial inspectors is not fair as specified that:

“Inspection system is formed of a three-headed system, each system provides different personnel rights and this is an important problem for peaceful work environment” (I9).

Consequently, the differences in terms of personnel, economic and social rights between education inspectors and ministerial inspectors should be eliminated in order to increase job satisfaction and motivation of education inspectors and to provide harmonious working environment.

Another theme was identified as “education inspectors’ being in a position of inspecting Provincial Directorate of National Education”. This problem results in duty conflict for education inspectors because when there is a problem about the Provincial Directorate of National Education, education inspectors may be responsible to investigate this situation. But at the same time education inspectors are bounded to Provincial Directorate of National Education and they take orders from this institution. As a result, education inspectors might not be able to make objective decisions in such a situation. An interviewee clarified this situation: *“There is a problem about making inspections of the Principal of the Provincial Directorate of National Education, who is our superior at the same time. This situation causes conflicts” (I8).*

This finding was confirmed by the chairman of education inspectors:

Being bounded to Provincial Directorate National Education is paradoxical because when there is a problem, we inspect the Provincial Directorate of National Education. Taking orders from the institution which you inspect when necessary is a conflicting issue (I6).

Additionally, this finding was validated through the document analysis. According to the new regulation article number 58/1 and 2; the investigations concerning the Principal of the Provincial Directorate of National Education is conducted by inspectors who are assigned by the Chairman of the Board of Guidance & Inspection Institution and when the number of inspectors is insufficient or the investigation involves working personnel in other provinces too; inspectors working in the same province would be assigned by the recommendation of the Chairman of the Board of Guidance and Inspection Institution and the consent of the Minister when it is necessary (MONE, 2014). This information illustrates that an education inspector would be assigned to investigate the Principal of the PDNE when necessary

and this situation is problematic since education inspectors would be in a position of inspecting their superiors.

This problem was identified as one of the most important problems by six interviewees in this study and education inspectors face difficulties about inspecting the Principal of the Provincial Directorate of National Education. For example education inspectors do not have occupational guarantee and they cannot make decisions objectively and independently. An interviewee complained about this problem and indicated that:

As an education inspector we don't have occupational guarantee....We don't feel safe while making our duties and making decisions. We should not worry about what Principal of the Provincial Directorate of National Education or Governor of the Province says if I give this decision (I3).

Thus, it is important to redefine the scope of duties of education inspectors and eliminate the problem of education inspectors' being in a position of inspecting their superiors. Kayıkçı and Şarlak (2013) stressed on this problem too and stated that education inspectors' being bounded to the Principal of the Provincial Directorate of National Education created problems since the Provincial Directorate of National Education was inspected by education inspectors although the Principal of this institution was the discipline and registration superior of education inspectors.

4.2.2 Problems about the Current Regulation

In this part, themes related to 'Problems about the Current Regulation' were determined. The problems were related to 27974 numbered public act which was in force when the data were gathered. Many of the problems education inspectors faced are sourced from the deficiencies of the regulation concerning Turkish Educational Inspection System. Previous studies stressed on the problems emanated from the current regulation concerning inspection system (Dağlı, 2006; Gülerüz, 2009; Kayıkçı & Şarlak, 2013; Ünal, Yavuz & Küçükler, 2011). One of the studies stated that there are problems in the regulation, it is necessary to make changes in the regulation and maintaining inspection processes based on the current regulation that does not meet today's necessities, contribute to problems (Ünal, Yavuz & Küçükler, 2011). Dağlı (2006) described main problems of education inspectors as economic problems, being bounded to Provincial Directorate of National Education and

fulfilling many investigations and he claimed that these problems emanated from the deficiencies in the regulation. Another study examined the problems about the structure, regulation and functioning of the inspection system and the results of this study demonstrated that the regulation that is concerned with inspection system was deficient and unclear (Kayıkçı & Şarlak, 2013).

In this study, the interviewees specified problems about the current regulation. It can be indicated that all of the 14 participants were not pleased about the current regulation. Table 4.2 illustrates the expressions of education inspectors about the current regulation.

Table 4.2
Interviewee's expressions about the current regulation

Expression	Frequency
Burdensome workload and broad scope of duties	8
Not contemporary	7
Unclear definition of duties	6
Not sufficient	5
Maintaining different roles	5
Frequent changes in denomination	4
Compulsory rotation	4
Regulations change frequently	3

Table 4.2 represents the problems most frequently stated by the interviewees about the 27974 numbered regulation. Therefore, this regulation is evaluated as problematic by the interviewees. Now, those problems are going to be examined in the light of document analysis and also statements of the interviewees.

The first theme was identified as “burdensome workload and broad scope of duties of education inspectors”. Eight interviewees identified this problem related to the regulation. Education inspectors have a broad scope of duties. In the 652 numbered legislative decree, the institution units which are inspected by education inspectors were determined and according to the article number 6; there are nineteen institution units (MONE, 2011b) and education inspectors are responsible to conduct inspection and investigations of these units with the recommendation of the Principal of the PDNE (MONE 2014).

An interviewee provided an example about this situation:

We face many problems because of not having enough time. We conduct inspection of any institutions; I suppose almost 40 institutions including driving courses, esthetic courses, special courses, community education centers. (I1)

The burdensome workload of education inspectors causes education inspectors to have time problems. Because they have to do many duties they cannot find time to improve themselves or they cannot provide sufficient guidance to teachers. Previous studies supported this finding (Akbaba, 2011; Dağlı, 2006; Kayıkçı & Şarlak, 2013; Terzi, 1996). Relevant to this problem, two of the interviewees explained that the number of education inspectors was insufficient to fulfill their duties and three of the interviewees explained they did not have enough time for providing guidance to teachers. An interviewee mentioned that: *“If our working area was not so time consuming and exhausting, we would be more beneficial for teachers. But we really don’t have time. We can’t give on-the-job training to teachers” (I13)*. As a result, burdensome workload of education inspectors is a serious problem for education inspectors and according to me, this problem would be solved by narrowing the scope of duties, cooperation and specialization within the education inspectors. Related to the problem of burdensome workload of education inspectors, another problem was described as education inspectors’ not being able to fulfill their principal duties such as guidance, on-the-job training because they have to conduct many investigations. Education inspectors make many investigations apart from inspections and they cannot find time to provide guidance to the teachers. An interviewee expressed that:

We conduct many investigations in a year. I can write a thousand pages novel after completing an investigation. So we separate an enormous amount of time to an investigation. Last year, I have conducted 56 investigations (I14).

As Dağlı (2006) demonstrated in his study, education inspectors’ being responsible for conducting investigations and having to conduct many of these investigations in a limited amount of time is one of the most important problems. Education inspectors spend most of their time for inspection and investigations and they cannot spare enough time for guidance and on-the-job training to the teachers (Köroğlu & Oğuz, 2011; Seçkin, 1982). An interviewee indicated that:

The main problems of the inspection system emanate from...education inspectors' receiving orders to fulfill duties which are outside of our basic duties. Hence our time is wasted and we cannot find time to do our basic duties. I mean, although observation and investigation duties are not our prior duties, these duties are perceived as they were our basic duties by our superiors. Our basic duties are inspection, guiding and on-the-job training (I10).

Education inspectors' perceiving burdensome workload as a problem is consistent with previous studies (Aküzüm & Özmen, 2013; Kayıkçı & Şarlak, 2013; Sabancı & Şahin, 2007, Terzi, 1996; Şahin, Çek, & Zeytin, 2011a). Firstly, Sabancı and Şahin (2007) indicated that the burdensome workload and broad scope of duties of education inspectors affect maintaining their duties negatively. Relevant to this problem; it was specified that education inspectors' having broad scope of duties hinders them to be specialized in specific areas and decrease the effectiveness of the inspection process and they also denoted that because of education inspectors' having broad scope of duties, they cannot spare enough time for schools and teachers although the principal duty of education inspectors is making contributions to the improvement of the education system (Kayıkçı & Şarlak, 2013). In the 55/a article of the 27974 numbered regulation and in the 46/b article of the new regulation, the roles of education inspectors were determined as guiding, inspection, on-the-job training, observation and investigation (MONE, 2011a & MONE 2014), confirming that education inspectors have to fulfill many different roles and may face problems about sparing time for teachers and school principals sufficiently. Thus, the scope of duties of education inspectors should be determined in order to actualize their principal roles effectively instead of maintaining different roles and making many investigations in various institutions.

The second theme is "the regulation is not contemporary". Seven interviewees stated this problem about the regulation. The regulation concerning Turkish Educational Inspection System is not sufficient for an effective inspection system for today's conditions. This finding was supported by Altun and Memişoğlu (2010) who claimed that the regulation concerning inspection system is not clear and causes confusion. Relevant with this problem, some of the interviewees stated their opinions:

It is necessary to revise the regulation and to regulate according to contemporary evaluation criteria, this is the point I desire mostly. There was a legislation published in 1999, and there is a guideline published after this legislation, still we use that legislation. (I2)

Although there have been many changes in education system and many developments in technology, regulations concerning inspection system were not updated and this is the most important problem about regulations concerning Turkish Educational Inspection System. (I9)

Also, this finding is confirmed by the chairman and the vice-chairman of education inspectors respectively: *“Current regulations concerning Turkish Educational Inspection System restricts the inspectors. The regulation could not accommodate to new developments.” (I6).*

Some of the regulation and guidelines are based on regulations from years ago; some of them were renewed with legislative decrees. After these legislative decrees, a regulation published but relevant guidelines were based on prior years, as a result the integration between regulations and guidelines cannot be provided yet. (I5)

Therefore, the findings of this study indicated that regulations concerning inspection system did not accommodate for the progress and changes that took place in education. The study of Özmen and Şahin (2010) confirmed this finding and identified that the most important problems related to the regulation were it's being unclear and out-dated.

In this study, another theme was specified as “unclear definition of duties”. As it can be seen in Table 4.2; six interviewees identified this situation as a problem. An interviewee stated that: *“Our definition of duties is not clear and this requires us to inspect many different institutions. Sometimes we might be given unnecessary duties. This causes us not to do our principal duties appropriately.” (I11)*

This situation is also verified by the data collected from the chairman of the education inspectors: *“The definition of duties changes from one inspector to the other. This contributes to be perceived by inspected personnel differently. Inspection system does not have standards” (I6).*

Kayıkçı and Şarlak (2013) determined that education inspectors' having a broad scope of duties such as driving courses, rehabilitation centers, special learning centers and together with those institutions, receiving duties from the Governor of

the Province based on the 5442 numbered law renders definition of duties of education inspectors vague and limitless. Additionally, the relevant official document demonstrated that in the article number 9/g of the 5442 numbered Province's Administration Regulation (1949); it is stated that: Governor of the Province may order duties to public officers for executing the functioning of the public and local services of the province and public officers are required to fulfill duties assigned by the Governor of the Province. This article illustrates that education inspectors may receive duties from Governor of the Province concerned with the public and local services of the province and this causes education inspectors' taking sudden and unexpected duties which yields to burdensome workload. This finding is supported by other studies (Aküzüm & Özmen, 2013; Dağlı, 2006; Güteryüz, 2009; Özmen & Şahin, 2010; Sabancı & Şahin, 2007). Based on the document analysis regarding the previous regulation, the definition of duties was not clear and this was another problem about this regulation. In the regulation numbered 27974 the scope of duties of education inspectors was stated in the 54/d article as: Education inspectors are responsible to do other investigation, observation and inspection duties assigned by the Governor of the Province (MONE, 2011a). The 54/d article demonstrates that the scope of duties of education inspectors includes a wide area and the vagueness of the scope of duties contributes to problems for education inspectors. The article numbered 54/d states that education inspectors have to do any duty which are given by the Governor of the Province (MONE, 2011a). Therefore, education inspectors face burdensome workload since they may encounter with sudden and unplanned duties disturbing their work plans. An interviewee summarized this situation as:

Sudden orders given by Governor of the Province or Ministry of National Education disarrange our working plans. I can explain this like that: We went to inspect schools but suddenly an order came, what did it say? At special courses, there were negative attitudes and smear campaigns to the Government and we were assigned to investigate this situation. Such duties distort my working plan, our program becomes ruined. (I10)

Another interviewee expressed his complaints about the regulation and he stated that: *"Our current problems about the regulation are the regulation's not being definite and the ambiguousness of definition of the duties (I7).*

Similarly, based on the document analysis I examined, according to the 5442 numbered Provincial Administration Law, education inspectors have to conduct the investigations of each institution assigned by the Governor of the Province that function against the laws and regulations. In the study conducted by Özmen and Şahin (2010) it was suggested that it was necessary to cease the investigations which were given to education inspectors by the Governor of the Province or those investigations should be done by education inspectors who were specialized in the area of investigation. So, education inspectors' receiving duties from the Government of the Province result in ambiguousness in the definition of duties and burdensome workload.

Furthermore, "education inspectors' maintaining conflicting roles such as guiding and investigating" was determined as another theme. An interviewee stated that:

The investigation and guidance roles of education inspectors are paradoxical. Sometimes we have to provide guidance to school staff who we have conducted investigations about before. Also, there are problems because of working in a local place. In local places, you always have to be face to face with superiors or the inspected personnel. (I8)

Education inspectors have many different roles such as guiding, inspecting, investigating, on-the-job training and these roles were validated through 55/a article of the 27974 numbered regulation and 54/d article of the new regulation (MONE, 2011a; MONE, 2014). These official documents indicate education inspectors' being responsible to fulfill different duties. In their study, Aküzüm and Özmen (2013) stated that the investigation roles of education inspectors cause uneasy atmosphere at schools, education inspectors' engagement in both of the guiding and investigating roles at the same schools make teachers nervous. Further, in the study conducted by Aküzüm and Özmen (2013), it is specified that both of the teachers and education inspectors agreed strongly to the negative effects of investigation at schools. Therefore education inspectors' actualizing both of the guiding and investigation roles is a problematic issue for both teachers and education inspectors.

Another theme was identified as "frequent changes of the denomination of education inspectors" within the "current regulation" section. A striking statement

was made by one of the interviewees indicating that one of the policies led to a change in their denomination:

When the policy of 'equal salary to equal work' was published, our denomination changed to 'supervisor' instead of 'inspector' and we were deprived of getting benefit from ministerial inspectors' personnel rights. (I10)

The denomination of “primary education inspector” was specified in the 33/b article of the 6245 numbered Subsistence Law (1954). Although the denomination of “education inspector” has been used in this study, the first denomination of education inspectors was “primary education inspector” and until 2011, this denomination was valid. In 2011, there was a change in the denomination and the denomination became “education inspector” with the 27974 numbered regulation (MONE, 2011a). But after the 652 numbered legislative decree (MONE, 2011b) was published, education inspectors faced a denomination change again and became “education supervisor” after this legislative decree. This change caused negative reaction of education inspectors. In 2014, Ministry of Financial Issues published a legislative decree numbered 666 and stated that the permanent working staff who has the same denomination will take equal payment. Since the denomination of ministerial inspectors and education supervisors were different, education supervisors could not benefit from this law. As a consequence the ‘supervisor’ denomination created problems for education supervisors in terms of personnel rights and this situation was against the equal payment to equal work policy.

Consequently, the document analysis confirmed the problem about frequent changes of denomination. Özdemir and Özcan (2013) stressed on this issue and stated that the denomination change of education inspectors to ‘education supervisors’ contributed to loss of economic rights based on the equal payment to equal work policy and this situation decreased the job satisfaction and motivation of education inspectors. Özdemir and Özcan (2013) denoted that the job satisfaction and motivation of education inspectors will increase if the financial loss of education inspectors was eliminated after the denomination change by the 652 numbered legislative decree. It was suggested that education inspectors should have the denomination of ‘Inspector’ as it is consistent with their scope of duties (Ünal, Yavuz & Küçükler, 2011). Consequently, education supervisors demanded their

denomination as “inspector” again and after the 29009 numbered regulation was published (MONE, 2014) the denomination changed as “National Education Inspector”.

It is important to specify that in this study in order not to contribute to concept confusion, I decided to use “education inspector” as the denomination. Also, this study was made in a transition time and while the study was proceeding, there existed a denomination change and I decided to use the denomination of “education inspector” to make sure there is no confusion. Although education supervisors get back the “inspector” denomination after the 29009 numbered regulation was published (MONE, 2014), they were not provided improvements in their personnel rights. In the new inspection system, this situation is against the policy of “equal salary to equal job” as it was the same in the previous regulation because of the difference between the personnel rights of education inspectors and ministerial inspectors.

Moreover, “compulsory rotation” was identified as another theme according to the findings. Four of the interviewees complained about compulsory rotation and I decided to take in hand this problem. Also, document analysis validated this finding. Compulsory rotation for education inspectors came into force after the 27974 numbered regulation was published. In this regulation, 31st article indicates that the period that education inspectors can work in a province was restricted by Ministry of National Education and it was determined that education inspectors cannot work in a province less than 2 years and more than 8 years (MONE, 2011a). Apart from this, the conditions of compulsory rotation remained the same in the new regulation. According to the article number 38/1 of the new regulation, it is stated that; education inspectors cannot work in a province more than eight years (MONE, 2014).

Although compulsory rotation provides some benefits for inspection system, it contributes to problems for education inspectors. Kayıkçı and Şarlak (2013) specified that education inspectors’ working in the same province for a long time contributes to unofficial relationships between education inspectors and the inspected personnel and decrease the efficiency of inspection process. Therefore, an education inspector’s working in the same province for a long time may hinder education

inspectors to make objective decisions. As a result of this situation the inspection cannot arrive at its purposes. So, rotation may be beneficial for inspection system to function well, but before implementing such an important change, it is necessary to take the opinions of education inspectors. Maybe this change would be implemented for education inspectors who are appointed after the relevant law is published or education inspectors may be provided enough time to get ready for such a change as described in detail by seventh interviewee who has been appointed to D Province three years ago after the compulsory rotation came into force.

Ministry brought a change and appointed education inspectors to other provinces who worked more than 8 years in a province. Such changes should be applied when inspectors first start working. I mean, if education inspectors become aware of this, they can prepare themselves for working in 5 different regions during their working life. So they can accept this situation at the beginning. But if the situations change while passing the river or if the orders change in the 90th minutes in a match, there would be problems. Also, the problem about compulsory rotation contributes to familial problems. (I7)

A sudden appointment may influence family life of education inspectors negatively. For instance children's education life may be affected as a result of moving to another city. An interviewee pointed out that:

Also, I have some concerns about appointment of my wife after I am appointed to another province. But I don't want to feel any concerns about this situation and my wife can come after I am appointed to somewhere easily. (I12)

Therefore, compulsory rotation of education inspectors may cause familial problems, make it difficult for education inspectors to get oriented to a new place and this situation may decrease motivation and job satisfaction of education inspectors. Thus, before bringing such sudden and unexpected changes, it is important to think of the problems that education inspectors may face and it is necessary to take some preventive measures in order not to increase motivation and job satisfaction of education inspectors. Arlı's (2013) study results indicated that education inspectors who were appointed because of compulsory rotation have social, emotional, cultural, familial or motivational problems. Arlı (2013) handled the compulsory rotation from a different perspective and stated that the reasons lying under bringing compulsory rotation are eliminating the political relationships within the hierarchical structure of the system and making senior education inspectors retired for renewing the staff.

Compulsory rotation would be beneficial for forestalling unofficial relationships, but it is crucial to think about problems education inspectors may face due to compulsory rotation and to include education inspectors in the decision making process before operating such changes.

Another theme about the regulation is “regulations change frequently”. Three interviewees stated that they have difficulties in following the regulations and guidelines since education inspectors inspect many different institutions and for each of these institutions, there are different regulations that apply. This finding is consistent with previous studies which highlighted that education inspectors were discontented about frequent changes in the regulations (Özmen & Şahin, 2010; Şahin, Çek and Zeytin, 2011a). An interviewee indicated that:

In Turkey, regulations change often. A teacher asks me a question about a regulation, I say “I know it to be like that but I have to look at it again”, because it is not definite what is changed from yesterday to today, I can’t follow all of them. (I1)

Relevant with this problem, education inspectors have difficulties about the absence of necessary regulations and regulation about new tasks. Based on the document analysis, it was realized that inspection of high schools was given to education inspectors after the 652 numbered legislative decree was published (MONE, 2011b). Although the scope of duties of education inspectors changed, a new regulation about inspection of high schools was not published. Education inspectors may feel confused while inspecting high schools because there aren’t any regulations relevant to high schools. Concerned with this problem an interviewee stated: “*the inspection of high schools were given to us but there are no regulations about inspection of high schools*”. (I8)

Another interviewee complained about the fact that there weren’t any education inspectors from the branches of high school lessons. He stated that:

Although we are responsible of inspection of the high schools after the 652 numbered legislative decree, there aren’t any education inspectors who worked with high schools before. This is another important problem. (I10)

Therefore, the changes in the regulation concerned with educational inspection system should be supported with relevant regulations and guidelines in order to provide the integrity within new tasks and how to do these tasks.

Correspondingly, another interviewee gave an example about this situation and stated that:

The regulation about primary school institutions lost its functionality because education system and educational programs change very often but the regulation concerned with primary education remains the same. (18)

Consequently, we can identify another problem concerned with the current regulation as its not being supported with necessary regulations after changes in the system or in the scope of duties of education inspectors.

Furthermore, an interviewee identified a different problem and stated that the regulation does not provide occupational guarantee to the education inspectors. That is to say, the interviewee has concerns about being adjudicated after making decisions neutrally and objectively. Söbü (2005) stressed on this problem and connoted that education inspectors thought they do not have sufficient occupational guarantee. This situation was confirmed after the document analysis I have conducted. According to the information arrived through the document analysis; in the 61st article of the regulation numbered 27974, it is stated that: Education inspectors could not discharged from their job and appointed to another job unless there are situations which necessitated the discharging such as court decision, the preference after being investigated or health certificate (MONE, 2011a). The 61st article about occupational guarantee of the education inspectors submitted that education inspectors may be discharged from their job if there is court decision, the preference of being investigated or health certificate, so this conviction revealed that education inspectors do not have occupational guarantee and this item may block education inspectors to make objective decisions since they can be judged because of their decisions. Also, Özmen and Şahin (2010) concluded that “the current regulation conflicts with the decisions of the court” (p. 104) based on the response of an interviewee participated in their study. The interviewee emphasized noteworthy expressions and specified that: “The principal and the assistant principal of the schools are subjected to punishment based on different regulations numbered 1702 and 4357 respectively although they displayed the same action; this situation distorts the action and punishment balance” (p. 105). This expression reveals the conflict between different regulations for similar situations and this deficiency of the regulation makes the decision making process of education inspectors difficult.

4.2.3 Problems about the Inspection Process

In this section, themes concerned with inspection process were revealed and these themes were represented in Table 4.3.

Table 4.3
Themes related to the inspection process

Problems	Frequency
1. Frequent changes of teachers and school principals	7
2. Incompetence of teachers	7
3. Substitute teachers	5
4. Teacher prejudices and negative attitudes to education inspectors	5
5. Institutions do not ameliorate the deficiencies specified in the previous inspection	5

According to the findings the first theme related to the inspection process is the “frequent change of teachers and school principals”. Seven of the interviewees stressed on this problem. D Province is a developing province with an approximate population of 350.000 (Official web page of Governorship of D Province, 2013). Most of the teachers and school principals do not stay in D Province permanently. An interviewee summarized this situation: *“First problem is lack of continuity in management of the schools because of frequent changes of school principals. We can’t find same school staff when we go to school again. There is a fast circulation of teachers”*. (17)

The consistency of this finding checked by the data collected from the vice-chairman of education inspectors during the triangulation process and he stated his views about frequent changes of school staff which is consistent with the results:

Some of the regular personnel are evaluating our province as a transition point; they may be from western side of Turkey. I mean, these regular staff can think like that ‘I can work here for two years and after that I can be appointed to other places near my hometown’. In this situation, some of the teachers see themselves in this province as a guest. (15)

This situation contributed to problems not only for education system but also the inspection system. Education inspectors cannot provide continuous guidance to the inspected personnel because there is a fast relocation of teachers and school principals. Also, this situation hindered sustainability of inspection process. Gökçe

(1994) stated that in order to actualize the aims of inspection and increase the effectiveness of inspection, it is important to take into account the principles of inspection which can be specified as intentionality, being planned, being democratic, sustainability, integrity and considering individual differences. Thus, sustainability is one of the principles of inspection that is necessary for effectiveness of inspection. Aydın (2011) focused on sustainability of inspection and he stated that while evaluating teacher performance, it is important to follow the occupational improvement of teachers continuously. Ovalı (2010) emphasized that if sustainability cannot be provided during inspection, the deficiencies and mistakes remain the same until the next inspection. An interviewee stated that:

We go to a school to provide guidance to teachers, when we go to the school the school administrator continue his/her duty, when we look to the teachers, we meet and converse with each other, but in the same year, we go to that school again and we cannot find the same teachers at the school. (I2)

Based on the findings of this study, education inspectors in D Province face serious problems due to the frequent changes of school staff and they cannot maintain sustainable inspection to the teachers.

In this section, another theme was identified as “incompetence of teachers” and seven of the interviewees described this problem. Education inspectors complained about this situation and some of the expressions of the interviewees are stated as:

Teacher incompetency is very excessive. For overcoming teacher incompetence, there are not enough in-service courses opened for teachers and there are no preventive practices for overcoming teacher incompetence. (I4)

We face problems about incompetence of teachers while inspecting schools; teachers are not provided in-service training adequately. Also, some teachers have problems about orientation to new curriculum and programs. (I2)

Teachers do not come professionally ready from education faculties. New teachers have problems about theories and application. Besides, there is a crowd of teachers who don't believe assessment and evaluation. (I7)

The statements of the interviewees stated above indicated that teacher incompetence is a serious problem for education inspectors which stemmed from the

insufficient in-service courses for teachers and problems emerged from the applications of teacher training programs.

The problem of incompetence of teachers also confirmed by the chairman of education inspectors: *“Teachers have problems about applying education programs while teaching; they cannot apply the education programs efficiently” (I6).*

As it can be seen from the expressions of education inspectors, education inspectors have problems about teachers’ not knowing and applying educational programs sufficiently, incompetence of novice teachers, and teachers’ not being provided in-service courses sufficiently. This finding is consistent with the study conducted by Dağlı (2006) who identified one of the main problems of education inspectors as incompetence of teachers. Two interviewees underlined that they do not have time for providing guidance to teachers sufficiently and they stated: *“New teachers are not ready for becoming teachers and education inspectors do not have enough time for on-the-job training of those teachers” (I12).*

If our working area was not so time consuming and exhausting, we would be more beneficial for teachers. But we really don’t have time. We can’t give on-the-job training, Ministry doesn’t provide in-service courses. (I13)

Another theme was specified as “substitute teachers” within the problems of inspection process. Five of the interviewees emphasized on this problem. Substitute teachers’ recruitment is not only a problem for inspection system, but also a problem for education system as a whole that affects the quality of education negatively. It is specified that recruitment of substitute teachers decreased the quality of education (Bayram, 2009; Soydan, 2012). Another dimension of the problem is about just with the problems substitute teachers faced since they have economic problems or they may be exposed to discrimination by students’ parents, permanent teachers or school principals. Associated with this situation it is claimed that substitute teachers are disadvantaged in terms of their personnel and economic rights compared to other teachers (Doğan, Demir & Turan, 2013) and they are not pleased with their working conditions (Bayram, 2009; Polat, 2013). Actually, those problems may decrease the working enthusiasm of substitute teachers; therefore they face problems while educating students.

On the other hand, the problems education inspectors faced about substitute teachers are closely related with substitute teachers' having difficulty in classroom practices or adaptation to school environment. Polat (2013) claimed that substitute teachers faced problems in classroom management due to the deficiencies in pedagogical information and practical applications. Two interviewees expressed their views regarding substitute teachers as:

Substitute teachers have important deficiencies. They don't know education programs, regulations and guidelines concerning primary education. They are not provided in-service courses; maybe if they are provided in-service courses before coming into the classroom, the problems would be less. (I13)

There are problems about recruitment of substitute teachers. They are not trained well because they may graduate from many different areas but work as classroom teachers. This creates many problems for education. (I12)

As it can be seen from the responses of the interviewees, substitute teachers have difficulty in applying education programs and they are not provided in-service training after being recruited as substitute teachers. Another problem emanated from substitute teachers' coming from different areas or being assigned to other branches rather than their own branch. An interviewee highlighted this situation as:

The in-service training of substitute teachers is insufficient. Those substitute teachers are assigned to other branches, not their own branch. Maybe if a substitute teacher graduated from classroom teaching and assigned as classroom teacher, this would not be a problem but when a social science teacher is assigned as a classroom teacher this would contribute to problems (I10).

As a result, the recruitment of substitute teachers makes the inspection process difficult since education inspectors do not have time for giving on-the-job training to substitute teachers. Correspondingly, recruitment of substitute teachers contributes to problems according to the reports prepared by education inspectors at the end of the year and education inspectors suggested recruitment of substitute teachers should be ceased or they should be provided in-service courses before the recruitment (Ünal, Yavuz & Küçükler, 2011).

Apart from this, another theme was identified as "teacher prejudices and negative attitudes towards education inspectors". Five interviewees referred to this problem. Education inspectors may face such problems because of being inspected

may contribute to negative feelings for teachers. Also, education inspectors' maintaining conflicting roles such as guiding and investigating may engender teachers to show prejudice toward education inspectors. The study of Memduhoğlu and Zengin (2012) verified this statement and they denoted that fulfilling conflicting roles affected the relationship between teachers and inspectors negatively. Şahin, Çek and Zeytin (2011a) determined one of the problems of education inspectors as teachers' not giving importance to inspection and their prejudices to education inspectors. Relevant with this problem, an interviewee stated: *"there are problems emerging from the school staff's being in a position of being inspected and we experience prejudice towards education inspectors"* (I13).

On the other hand, teachers specified that the attitude and behaviors of education inspectors during the inspection process affect the morale and motivation of the teachers negatively (Gülveren, 2008). Memduhoğlu and Zengin (2012) claimed that the negative attitudes and feelings of teachers during the inspection process might be resulted from the concerns and prejudices which were thought to be the natural result of being in a position of being inspected. Hence, being inspected may affect individuals negatively and education inspectors should be supportive in order to help teachers to feel more confident. An interviewee focused on the influence of being inspected on teachers and he stated that:

Inspection changes the natural atmosphere of the lesson. We cannot observe teachers in their natural state. While inspecting school staff, we can help teachers and school principals to the extent that they are willing to accept suggestions. I mean if the school administrators are not willing to accept suggestions or advices, we cannot make a contribution to them. But if they are willing within the inspection process, we would be more beneficial for them. (I3)

On a similar vein, the expressions stated above demonstrated that education inspectors can help teachers on the condition that teachers are willing to receive help. Also, those statements verified that inspection would affect teachers' attitudes and would make them feel concerned while being inspected. Inspection process would distort the natural atmosphere of the lesson. But effective communication between education inspectors and teachers would encourage teachers during the inspection process; hence they would construct positive feelings to education inspectors. Taymaz (1995) suggested that education inspectors should attempt for some

practices to change the negative image of inspectors on the teachers' perspective. We can conclude that both of the inspected and inspecting personnel may sense negative feelings and this problem would be solved by education inspectors having prevailing communication skills through accepting and empathizing with teachers. Together with this, it would be better for teachers to be open to suggestions and advices of education inspectors.

There is one more theme related to inspection process as "schools do not ameliorate deficiencies specified in the previous inspection. Education inspectors visit schools, they inspect school administration and they make instructional inspection. But when they visit the same school, they came across same problems because schools do not take into account the results of the inspection and do not ameliorate the deficiencies identified in the previous inspection. Six of the interviewees complained about this problem and some of the explanations of the interviews are:

While inspecting schools and institutions, we see that we come across the same problems which we specified in our previous inspection. School staff do not even read the report that we prepare. They do not do anything to address the deficiencies (I12).

After we have provided guidance to a school, we report the deficiencies but when we went to this school again, school institutions do not ameliorate the deficiencies. This contributes to problems (I8).

As a result of this situation education inspectors cannot make any changes in the institutions. They make detection but institutions do not fulfill their responsibilities. This finding is also consistent with previous studies (Başer & Çobanoğlu, 2011; Karaköse, Aslan & Kılıç, 2009; Özdemir, 2001; Taymaz, 2011; Yılmaz, 1998). One of the functions of inspection was ameliorating existing deficiencies and preventing possible deficiencies through cooperating with inspected personnel (Taymaz, 2011). Therefore, inspected personnel have to cooperate with education inspectors in order to improve the institutions and prevent problems. It is specified that the reports that are prepared by education inspectors are not taken into consideration by the inspected personnel (Karaköse, Aslan & Kılıç, 2009). Also, Başer and Çobanoğlu (2011) suggested that inspection reports should be taken into account by inspected personnel and they should give importance to the suggestions

of education inspectors. The main purpose of inspection is making a contribution to the improvement of institutions and maintaining the regular working of the institutions (Aydin, 2011). As a result, institutions' not ameliorating the deficiencies which are specified by education inspectors is a barrier for the inspection process to reach its purposes. Additionally, this situation does not only make education inspectors feel their efforts have been wasted but also damages the education system and increases deficiencies.

4.2.4 Problems about Personnel Rights

In this section, the themes concerned with 'Problems about personnel rights' were discussed. Major problems related to the personnel rights were represented in Table 4.4.

Table 4.4
Major problems to personnel rights of education inspectors

Problems	Frequency
1.Differences in economic rights of ministerial Inspectors and education inspectors	10
2.Insufficient personnel rights	9
3.Lower levels of motivation and job satisfaction	5

According to the data, we can conclude that all of the interviewees are displeased associated with personnel rights. Therefore, personnel rights of education inspectors are another problematic issue that has to be rearranged and improved.

The findings of this study demonstrated that the first problem about the personnel rights is "differences in terms of economic rights of ministerial inspectors and education inspectors". Ten of the interviews emphasized this problem and one of the interviewees stated that: *"The differences between economic rights of inspectors who do the same job would damage peaceful work environment and would affect the working atmosphere negatively"* (I7). Especially, ministerial inspectors' and education inspectors' being in separate organizations and having different personnel rights although they have similar scope of duties and education

levels maintained to be an important problem (Turan, 2009). According to Özdemir and Özkan (2013), education inspectors evaluated having different personnel rights with ministerial inspectors as discrimination and this situation decreased job satisfaction and motivation of education inspectors.

In this study, “insufficient personnel rights” was identified as another problem about personnel rights. According to the data, nine of the interviewees evaluated personnel rights as insufficient. Some of the expressions of an interviewee about personnel rights are as: *“Personnel rights of education inspectors are very insufficient. The job we do and the salary we receive is not well proportioned” (I4).*

The views of the chairman and the vice-chairman verified this finding respectively:

There is an imbalance between the duties we fulfill and the salary we receive. We are given duties in almost all areas, our scope of duties include many institutions. But we get less money than ministerial inspectors although we do the same jobs. There is an injustice when we think about our scope of duties. (I6)

Same inspectors working under the same institution have different personnel rights. This issue is against the equal payment to equal work policy. Therefore I see this issue as a problem in the working place in terms of disrupting peaceful work environment. (I5)

Another problem related to personnel rights was specified as “lower levels of motivation and job satisfaction”. Five interviewees identified this problem. An interviewee specified his opinions related to this problem as: *“Relevant with the problems about personnel rights, we don’t have motivation, we become depressed and cannot focus on our duties (I7).* Education inspectors’ feeling lower levels of motivation would be described with “equity theory of motivation” that asserts employees maintain certain beliefs about the outputs they receive from their work and the inputs they invest to get these outcomes (Lunenberg & Ornstein, 2012). According to Lunenberg and Ornstein (2012) the ratio of employees’ outcomes to inputs should be fair and equitable in order to increase motivation. Here, the injustice between personnel rights of education inspectors and ministerial inspectors resulted in education inspectors’ feeling lower levels of motivation. According to the data, three of the interviewees mentioned the problems about their personnel rights contributed to familial problems. Başer and Çobanoğlu (2011) supported this finding

and specified that emotional burnout would contribute to problems while communicating with other people and this situation would increasingly make it difficult to have good relationships with our family, colleagues or friends. Arabacı and Akar (2010) pointed out that education inspectors feel medium levels of emotional burnout. Especially, education inspectors who were hopeless about their position in the future experienced higher levels of emotional burnout and this situation may result from compulsory rotation, frequent changes of working place, not having sufficient economic rights, working with less salary compared to the inspected personnel, vagueness in definition of duties and burdensome workload (Arabacı and Akar, 2010). In this study, four of the education inspectors expressed that they have taken similar salary with the inspected personnel and they were not pleased with this situation. This finding was verified by the study of Arabacı and Akar (2010). An interviewee expressed his ideas about this problem as:

If we have a look at the salaries of teachers, there is a small difference between the salaries of teachers and inspectors. I don't think our personnel rights are adequate. I don't think that we are provided enough financial rights for solving our financial problems and struggling for improving ourselves in our job. The personnel rights of education inspectors should be improved (I3).

Furthermore, researcher decided to elaborate on the problem of insufficient academic rights although two of the participants emphasized on this problem. I highlighted this problem since I believe education inspectors' having opportunities for receiving further education is necessary for accommodating to the changes about education and technology. According to the findings, education inspectors are not provided opportunities for receiving further education. An interviewee stated that: *"We don't have opportunities for getting further education. The education rights of inspectors should be reorganized so we can do master or doctorate in the universities we want" (I12).*

According to Uslu (2013), one of the problems of education inspectors was that they were not provided sufficient academic rights to improve themselves. Similarly Söbü (2005) stated that education inspectors thought that their academic opportunities and self-improvement facilities were restricted. Another study underlined the necessity of academic improvement of education inspectors and

maintained that academic opportunities of education inspectors should be improved and obstacles for getting master's or doctorate's degrees should be removed (Özdemir & Özkan, 2013). Thus, the importance of self improvement of education inspectors has to be taken into account in order for education inspectors' adjusting to the changes and improvements in education and technology. In the new regulation, 40th and 41th numbered articles describe the appointment conditions related to familial or health excuses; but education inspectors cannot change their working place for the excuse of receiving further education (MONE, 2014). Academic opportunities for education inspectors should be enhanced through providing facilities such as supplying enough time for self improvement, appointment opportunities for getting further education, promoting and supporting further education.

In this part, themes related to personnel rights were discussed. In the next part, themes concerned with in-service courses will be introduced.

4.2.5 Problems about the In-service Courses

In this study, themes related to problems about in-service courses were determined. The in-service training of education inspectors was identified as another problematic issue according to the findings. Definitely, in-service training is one of the important components of effective inspection. Taymaz (2011) stressed on the necessity of "education inspectors' following researches, publications, innovations and developments and transferring their knowledge to the concerned personnel" (p.52). In this manner, together with education inspectors' individual efforts and desire about self-improvement, it is crucial to provide them in-service courses about the latest improvements in their area. Burgaz (1995) identified one of the reasons that hindered education inspectors' actualizing their inspecting roles as education inspectors' not being supplied in-service courses sufficiently in their career. Education inspector pointed out they were not provided in-service courses about educational inspection in the areas they needed (Ünal & Gürsel, 2006). Hence, education inspectors are in a need of in-service training but they are not supported with in-service courses sufficiently. In the table 4.5, the opinions of interviewees about in-service courses are stated like that:

Table 4.5
Education inspectors' thoughts about in-service courses

Statement	Frequency
1. Insufficient	11
2. Not well-planned	8
3. Do not include contemporary subjects	5
4. Do not meet education inspectors' needs	4
5. Do not improve education inspectors	4

Table 4.5 demonstrated the statements of education inspectors about in-service courses and it is important that although it was expressed differently all of the interviewees evaluated existing in-service training conditions negatively even though they desired self-improvement and believed the necessity of in-service courses.

Based on the expressions of the interviewees above, the first theme related to in-service courses is “in-service courses are insufficient”. Eleven participants evaluated in-service courses as insufficient and eight of the participants expressed in-service courses are not planned well. An interviewee stated his opinions about the in-service courses as: *“I think in-service courses are insufficient. In-service training courses have to be planned and organized very well. The in-service courses I have participated were not efficient, their contents are too bare”* (18).

Therefore in-service courses for education inspectors are insufficient and inefficient. Previous studies supported this finding (Ovalı, 2010; Söbü, 2005 and Şahin, Çek & Zeytin, 2011b). The problem about in-service courses is confirmed by the chairman and the vice-chairman of education inspectors. The chairman emphasized that: *“Central in-service training which is planned by Ministry of National Education is inadequate”* (16). The vice-chairman stated that: *“This year there is only one in-service course of Ministry of National Education and it is insufficient”* (15).

I analyzed official documents related to in-service courses. In the 27974 numbered regulation, 59th article specified information about in-service courses and according to this article in-service courses are arranged based on the In-service Training Regulation of MONE and in-service courses are prepared by the Board of

Guidance and Inspection Institution and Main Board of Human Resources (MONE, 2011a). In the new regulation, there are not any changes related to in-service courses compared to the 27974 numbered regulation (MONE, 2014). Also, In-service Training Regulation of MONE described the planning, implementation and evaluation of in-service courses (MONE, 1995). In the 22nd numbered article, it is stated that: In-service needs of all of the personnel bounded to Ministry of National Education is planned by the Department of In-service Training Board annually through taking views and proposals of relevant departments, the reports of ministerial inspectors and the managers (MONE, 1995). This article indicates that the reports of ministerial inspectors are taken into consideration while planning in-service courses, but there is not any statement about taking views of education inspectors. The vice-chairman of education inspectors made a comparison between in-service courses which are prepared for ministerial inspectors and education inspectors and stated that: *“There are 300 ministerial inspectors and more than 20 in-service courses were planned for them in this year. There are 2500 education inspectors, but there are only 2 in-service courses for education inspectors”* (15). For this reason, we can claim that ministerial inspectors are provided in-service courses sufficiently, whereas there are not sufficient in-service courses for education inspectors.

What’s more, during the triangulation process it was revealed that the chairman and vice-chairman of education inspectors arrange local in-service courses for education inspectors since MoNE does not provide in-service courses for them sufficiently. The expressions of the chairman confirmed this finding:

The number of in-service courses for inspectors is very low. We prepare local courses for our inspectors. Inspectors are given research bases in areas where we face problems. So, one or two inspectors give seminars to their colleagues in specific areas. (16)

Another theme related to in-service courses was identified as “in-service courses do not include contemporary subjects”. Five participants specified this problem. According to the findings, in-service courses are usually planned about similar topics but do not include contemporary topics. Some of the interviewees indicated their opinions as:

99% of in-service training courses have vacation purposes, but their contents are inefficient. In-service courses are given by insufficient teaching staff and those courses are not about new developments. Also, those courses are not well planned and have problems in timing. Suddenly there would be held in-service courses, as a result I think those courses are inefficient. They meet only our social needs, I mean we see old friends, we see new places like that. (I7)

We cannot get in-service courses in the areas that we need. The subjects of in-service courses are similar and they do not make a difference for us. The subjects of in-service courses are not in the topical subjects. There are no in-service courses about innovations in education. The second reason is, educator staffs of in-service courses are not expert in their areas. (I12)

These statements revealed that in-service courses are not prepared about contemporary topics but arranged on subjects that repetitious. Previous studies verified that in-service courses for education inspectors are not arranged about contemporary topics in education and technology (Altun & Memişoğlu, 2010; Uslu, 2013).

Additionally, one more theme regarding in-service courses was specified as “in-service courses do not meet education inspectors’ needs”. Four interviewees stated that in-service courses did not meet their needs. According to the findings education inspectors’ ideas are not taken about the subjects of those courses. In the study conducted by Şahin, Çek and Zeytin (2011b) it was determined that 87% of the education inspectors participated in that study evaluated in-service courses as insufficient. The reasons of in-service courses’ being insufficient are: (1) Educator staff of the in-service courses were not competent in their area, (2) Education inspectors’ needs were not taken into consideration while specifying the subjects of the courses, (3) The number of in-service courses were inadequate (4) In service courses’ were not systematic and not planned well (Şahin, Çek & Zeytin, 2011b; Uslu, 2013). Arslantaş and Özkan (2013) specified that the subject of in-service courses were decided by mostly Ministry of National Education, there were not objective criteria while specifying the subjects of the courses and the subjects of the courses were chosen randomly. Consequently, current in-service courses do not serve their purpose and do not meet education inspectors’ needs. An interviewee stated that:

Inspectors' ideas and request are not taken into account while planning in-service courses. Inspectors are included in in-service courses by Ministry of National Education or based on voluntarism. But those in-service courses are not prepared about subjects that we need and in-service courses do not add anything to us. So those courses have to be planned through taking ideas and requests of inspectors. (19)

According to the expressions of the interviewee, we can connote that in-service courses do not improve education inspectors and their needs are not taken into account during the planning of the courses.

Correspondingly, it is crucial to take opinions and specify the needs of education inspectors in order to provide effective in-service courses. Also, educators of those in-service courses should be competent in their areas for in-service courses to be beneficial and to serve the purpose. What is more several studies stressed the necessity of in-service courses for education inspectors (Aküzüm & Özmen, 2013; Altun & Memişoğlu, 2010; Özdemir & Özan, 2013; Özmen & Şahin, 2010; Yıldırım, Beycioğlu, Uğurlu & Sincar, 2012). Aküzüm and Özmen (2013) stated that in-service training of education inspectors should be based on problem solving, case studies, project work, cooperative working rather than theoretical information. And they concluded that in order to provide effective inspection, it was important to arrange multi-faceted in-service programs and effectiveness of those programs should be evaluated continuously. In conclusion, in-service training of education inspectors is in a need of revolution to maintain effective and beneficial courses through taking into consideration the needs of education inspectors and based on developments in the field.

4.2.6 Education Inspectors' Expectations from the New Inspection System

In this study, themes related to education inspectors' expectations about a new regulation were identified to find answer to the second research question which was: What do education inspectors expect from a new inspection system? In the first research question the thoughts of education inspectors in D Province regarding Turkish Educational Inspection System were specified and in the second research question it is aimed to determine the expectations of education inspectors from a new regulation. The second research question is important to specify how to bring

solutions to the problems of inspection system based on education inspectors’ point of view.

In this part, the themes related to the expectations of education inspectors was grouped in terms of regulation, organizational structure and personnel rights and the expectations about the new regulation were demonstrated in table 4.6.

Table 4.6
Expectations about the new regulation

Expectations	Frequency
Well determined scope of duties	7
Specialization within education inspectors	6
Not conducting instructional inspection	4
Specified standards while inspecting	3
Inspecting based on new inspection methods	3

Firstly, in this study “well determined scope of duties” was identified as the first theme related to expectations about the new regulation. Education inspectors in D Province expected the scope of duties to be well determined and to be narrowed in the new regulation. One of the interviewees stated his expectations as: *“One of my expectations is our scope of duties should be determined very well, I should know my duties exactly” (I1)*. Another interviewee stated: *“Our scope of duties has to be changed and we should have specific scope of duties in the new regulation” (I12)*. The chairman of education inspectors expressed his expectations related to scope of duties and stated that: *“In the new regulation, we expect the scope of duties to be narrowed” (I6)*.

In the new regulation, according to the article 57/a, education inspectors are required to do duties specified in the 17th article of 652 numbered legislative decree (MONE, 2014) The 17th article of 652 numbered legislative decree determines the scope of duties of education inspectors and in this article, it is stated that education inspectors are responsible to fulfill inspection of institutions which are bounded to Ministry of National Education, also in the 6th article; the institution units are specified and there are nineteen institutions which are bounded to Ministry (MONE, 2011b). These official documents indicate education inspectors have broad scope of

duties and the scope of duties of education inspectors remained the same in the new regulation.

Apart from this, “specialization within education inspectors” was identified as another theme regarding expectations about the regulation. Education inspectors have problems about maintaining different roles and they suggested to be specialized in different areas such as inspection, guiding and investigation. Several studies supported this finding (Aküzüm & Özmen, 2013; Özmen & İnan, 2010; Özmen & Şahin, 2010; Turan, 2009). Specialization within education inspectors should be provided in order to reduce their workload and they suggested that investigation and guiding roles should be fulfilled by education inspectors who were specialized in these areas independently (Özmen & Şahin, 2010). However, Aküzüm and Özmen (2013) suggested that education inspectors should be specialized in “searching, investigation and inquiry’ and ‘guidance, occupational help and on-the-job training” (p. 115). Also, specialization would be helpful for lessening the workload of education inspectors (Aküzüm & Özmen, 2013). The views of the chairman of the education inspectors in D Province confirmed this result:

In the new regulation we expect.... to be specialized in specific areas. While having such a wide scope of duties, we have to follow regulations continuously; because we have different roles such as observation and investigation, inspection and guiding; and each role are different from the others. Therefore we face role conflicts and inspectors have to become expertise in specific areas and they have to be given duties only in their own expertise. (I6)

Another theme was specified as “not conducting instructional inspection” related to the expectations about the new regulation. In the new regulation, education inspectors will not make instructional inspection; instead of this they will inspect the school administration. According to the findings of this study, education inspectors in D Province evaluate instructional inspection as a traditional inspection method and it is not applicable for today’s conditions. Evaluating teacher success based on instructional inspection is not an objective method for improving and training teachers, the reports prepared after inspecting teachers is not effective and the time spared for instructional inspection is wasted (Taymaz, 2011). As a result, standard instructional inspection by using traditional methods is not purposeful for today’s conditions. An interviewee explained instructional inspection in detail:

We make classical inspection, we make two hours of inspection, but there is not a specified standard about what we inspect during these instructional inspections. We observe the lesson and we endeavor to make a decision about this lesson. I think such a instructional inspection should be changed. There must be such an inspection system that we are more autonomous and we make decisions by ourselves independently and objectively. (I3)

The vice-chairman of education inspectors interpreted instructional inspection as a traditional method and described his opinions concerned with the instructional inspection:

Instructional inspection would not be made in the new system; this is one of the changes I expect. Inspecting lessons through visiting classrooms for one or two times in a year, and inspecting and evaluating teacher practices for one or two hours is an inspection style that is based on the regulation of 20 or 30 years ago. (I5)

With regards to the theme of not conducting instructional inspection, related expectations of education inspectors were discussed too. Education inspectors in D Province expected specific criteria while inspecting. The findings of this study illustrated that inspection process does not comprise standard criteria and different implementations take place within different inspectors. An interviewee indicated that: *“We make classical inspection, we make two hours of inspection, but there are not specified criteria about what we inspect during these instructional inspections” (I3)*. Also, the vice-chairman indicated that: *I think the performance standards of education staff should be specified very well in the new regulation (I5)*. Therefore, findings stressed that inspection process are not conducted based on specific criteria and this situation decreases effectiveness of the inspection process. Some studies confirmed this finding and indicated that inspection process do not reach its purposes because of the ambiguousness of assessment and evaluation criteria of education inspectors during the inspection process (Burgaz, 1995; Kocabaş & Demir, 2009).

Related to the inspection process, another expectation was “inspection based on new methods”. An interviewee indicated that: *“In the new regulation, inspection system should change according to new understanding or new inspection models. According to me we should be make inspection based on process evaluation” (I2)*. Based on the findings of this study, it can be stated that inspection process is based on product evaluation instead of process evaluation. The study conducted by

Memduhoğlu and Zengin (2012) supported this finding and claimed that it is important for educational inspection to be based on process evaluation rather than the product evaluation. Memduhoğlu and Zengin (2012) also made comparison between product and process-based inspection and highlighted that product-based inspection is concerned with practices in the past and focuses on success, whereas process-based inspection focuses on attaining expected behaviors and aims at making contribution to occupational improvement.

In Table 4.7, education inspectors' expectations about the organizational structure were represented.

Table 4.7
Expectations about the organizational structure

Expectations	Frequency
Being bounded to Ministry of National Education directly	10
Being more autonomous and independent	6
Unification with ministerial inspectors under Ministry	5

“Being bounded to Ministry of National Education directly” was identified as the first theme within education inspectors' expectations about the organizational structure. Education inspectors want the organizational structure of the inspection system to be a one-headed structure instead of two-headed structure and the way of actualizing this expectation is education inspectors' and ministerial inspectors' being unified under one organization bounded to Ministry. This may be helpful not only for well determined scope of duties, but also may solve problems about personnel rights. Altun and Memişoğlu (2010) identified that restructuring inspection system is possible only if education inspectors and ministerial inspectors are composed under the same structure and they suggested region system in which education inspectors were bounded to Ministry. Further, another study claimed that one of the most important problems about the structure of the inspection system is being bounded to local governors (Dağlı 2006; Yıldırım, Beycioğlu, Uğurlu & Sincar, 2012). Dağlı (2006) brought some solutions to the problem of local structure and suggested that education and ministerial inspectors should be unified under Ministry of National

Education or they should be independent from Provincial Directorate of National Education, organized under the Regional Inspection Institution in the provinces that is bounded to Ministry of National Education. Related to this issue, an interviewee stated his views:

Education inspectors cannot do their jobs independently because they are bounded to local governors consisting of Governor of the Province and Principal of the Provincial Directorate of National Education. I think inspection system have to be bounded directly to the Ministry of National Education. (I9)

During the triangulation process, it was obtained that the managers of education inspectors expected to be bounded to MoNE directly too. The expression of the chairman regarding this issue: *“If we work under Ministry of National Education, this will help our inspector friends to be more autonomous and we can make our duties more rational, more realistic and more objective” (I5).*

Another theme was identified as “being unified with ministerial inspectors under Ministry” related to the organizational structure. In the new regulation, education inspectors and ministerial inspectors were bounded under Provincial Directorate of National Education (MONE, 2014). Education inspectors evaluated being bounded to local governors as a barrier for effective inspection and they wanted a central structure bounded directly to the Ministry (Kayıkçı & Şarlak, 2013). Hence, education inspectors expect a centralized structure instead of a decentralized structure. In the new regulation, temporary articles take place to describe the changes clearly and in the second temporary article, it is stated that ministerial inspector, assistant ministerial inspectors, education inspectors, assistant education inspectors are unified and have the denomination of “National Education Inspectors” (MONE, 2014). According to this official document, education inspectors’ expectation about “being unified with ministerial inspectors under Ministry” was partially actualized since this unification did not occur under Ministry and the organizational structure of the inspection system did not become more centralized.

Another theme about the expectations of education inspectors in D Province related to the organizational structure was “being more autonomous and independent”. An interviewee stated: *“There must be such an inspection system that we are more autonomous and we make decisions by ourselves independently and*

objectively” (I3). The chairman of education inspectors verified this finding and stated: “*We expect for a more autonomous inspection system*” (I6). When we review the new regulation, it can be seen that Province’s Board of Inspection Institution is strongly bounded to Provincial Directorate of National Education. In the new regulation, 46th article determines the duties of Province’s Board of Inspection Institution and this institution is obliged to receive approval from the Principal of the Provincial Directorate of National Education while forming the inspection groups and preparing yearly plans or the inspection and investigation reports. Therefore, based on this official document, it can be concluded that Province’s Board of Inspection Institution is not an autonomous institution and the new regulation does not provide education inspectors autonomy and independence.

Next we discuss the expectations of education inspectors about personnel rights which are listed in Table 4.8.

Table 4.8
Expectations about personnel rights

Expectations	Frequency
Same economic rights with ministerial inspectors	8
Effective in-service training	5
Improvement in personnel rights	4
Having back “inspector” denomination	3

The first theme related to the expectations about personnel rights was identified as “same economic rights with ministerial inspectors”. Education inspectors’ being disadvantaged in terms of economic rights while compared to ministerial inspectors is assessed problematic by education inspectors in D Province. Differences in terms of personnel and economic rights between education inspectors and ministerial inspectors were also supported by previous studies (Özdemir & Özcan, 2013; Şahin, Çek & Zeytin, 2011a). According to the document analysis I have examined, in the new regulation, the third temporary article states that all inspectors’ personnel rights will be reserved after the unification of different types of inspectors and all inspectors will not be subjected to loss of rights (MONE, 2014). This article validated that education inspectors and ministerial inspectors still have different

personnel rights although they were unified. Therefore, discrimination in terms of personnel rights between education and ministerial inspectors continue in favor of ministerial inspectors. Main reasons of education inspectors' having lower levels of job satisfaction is the differences between economic and personnel rights of ministerial inspectors (Kayıkçı, 2005) and this problem will continue in the new inspection system. Related to this theme, improvement in personnel rights and in-service courses was other expectations of education inspectors in D Province. But there are not changes concerned with improvement in personnel rights or in-service courses.

Finally, one more theme was identified as "having back the 'inspector' denomination". Education inspectors expected having back 'inspector' denomination in the new regulation and this result is consistent with the study conducted by Özdemir and Özan (2013) who stated that education inspectors are not pleased about the "supervision" denomination since it contributes to loss in personnel rights. An interviewee stated his opinions about his expectations: *"In the new regulation, we want to get the denomination of 'inspector' again. Our denomination was changed in the legislative decree and we became education supervisor" (I8)*. In the new regulation, education inspectors have the denomination of "National Education Inspector"; hence, education inspectors' expectation about having "inspector" denomination was actualized. But, having the same denomination with ministerial inspectors did not bring any differences in terms of personnel rights.

Apart from this, twelve of the participants responded that new regulation will not solve the problems of inspection system. Other two participants stated that they cannot give an absolute answer about the new regulation since it did not come into force yet. Also, it is remarkable that, within the participants who stated that their expectations will not be met, five of them expressed problems will increase in the new system and four of them claimed that there won't be any differences. One of the interviewees expressed: *"I don't think the new regulation will solve the problems, instead it will increase the problems" (I10)*. Another interviewee stated that: *"I don't think the new regulation will address the problems. I think there won't be any difference for us in the new regulation" (I12)*. Also, the chairman denoted that: *"I think there won't be important changes in the new system" (I6)*. These expressions

verified that education inspectors do not believe the problems of inspection system will be eliminated and their expectations will be met in the new inspection system.

So far, education inspectors' expectations from a new regulation were discussed in order to give response to the second research question. Based on the data, major expectations of education inspectors would be determined as well determined scope of duties, specialization within education inspectors, being bound to Ministry of National Education directly and having same personnel rights with ministerial inspectors. It can be concluded that the new regulation did not meet these expectations. Not making instructional inspection and having back the "inspector" denomination were the expectations that were actualized in the new regulation. On the other hand, education inspectors' expectation about "being unified with ministerial inspectors under Ministry" was partially realized since the unification did not occur under Ministry but under Provincial Directorate of National Education and also, education inspectors and ministerial inspectors still have different personnel rights although they have the same denomination.

CHAPTER 5

DISCUSSION

In this part, first I discuss the major findings of the study based on the research questions which were “How do education inspectors evaluate the current inspection system as they experience it?” And “What do education inspectors expect from a new inspection system?” Based on the research questions, education inspectors’ thoughts about the previous inspection system and their expectations from the new system regulation are revealed. Next, I discuss implications of the findings for practice. In the following section, limitations of the study are specified and then recommendations for future research and recommendation for practice are determined. Lastly, conclusion part is introduced for representing overall results of the study.

5.1 Main Problems of the Inspection System Based on the Findings

In this part, the meaning and the importance of the findings are explained. This case study was conducted with 14 education inspectors in D Province to determine education inspectors’ opinions about the Turkish Educational Inspection System and also their expectations from a new inspection system. In this chapter I summarize the findings related to the problems of the inspection system experienced by the inspectors in D Province. I also discuss possible solutions to the identified problems based on the recommendations of the education inspectors in D Province and previous studies about the educational inspection system in Turkey. In this section, problems of inspection system were discussed in relation to the organizational structure, regulation, personnel rights and in-service courses. Then expectations of education inspectors from a new regulation were deliberated.

Problems about the Organizational Structure

Based on the findings of this case study, major problems related to the organizational structure of Turkish Educational Inspection System were specified as local structure of the inspection system and the three-headed inspection system from the point of view of the education inspectors in D Province.

Education inspectors' being bounded to Provincial Directorate of National Education and the Governor of the Province was determined as one of the problems since this local structure makes it difficult for education inspectors to decide objectively. The findings indicated that education inspectors were not pleased about being bounded to local governors. Some of the studies stressed on the problematic situation of local structure of the inspection system, confirming this study's finding (Dağlı, 2006; Gümüş & Karapınar, 1997; Tok, 2007). Dağlı (2006) suggested that education inspectors should be bounded to Ministry of National Education directly in order to solve the problems that emanated from the local structure. Tok (2007) specified problems which stemmed from this local structure and stated education inspectors work within the region Principal of the Provincial Directorate of National Education is responsible, at the same time they are in a position of inspecting the practices of this institution. This situation complicates the neutrality and objectivity of the decision making process while applying laws and regulations. Also, the chairman of education inspectors identified the local structure as one of the problems of inspection system and he pointed out that education inspectors cannot be autonomous due to the local structure of the inspection system.

In many countries such as USA, France and Canada, there has been a tendency towards decentralization in education systems (Certo, 2009, as cited in Lunenberg & Ornstein, 2012, p. 29), but the findings of this study illustrated that education inspectors desired the organization to be more centralized. Decentralization enables subordinates autonomy, therefore improves their decision making and problem solving skills, highly decentralized organizations lead to a competitive climate and enhance organizational performance (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). On the other hand, decentralization have some disadvantages such as delegation of authority may lead to losing control and each

autonomous unit necessitates high cost of duplication (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). In Turkey, educational inspection system is independent from MONE, hence has a decentralized structure however, there is a vertical structure and formal chain of command within the organization and the organization has strong hierarchical authority. When we think the provincial organization of MONE, we can say that the system is strongly centralized within its own structure as it can be seen in Figure 5.1 which represents the organizational structure of the Provincial Directorate of National Education.

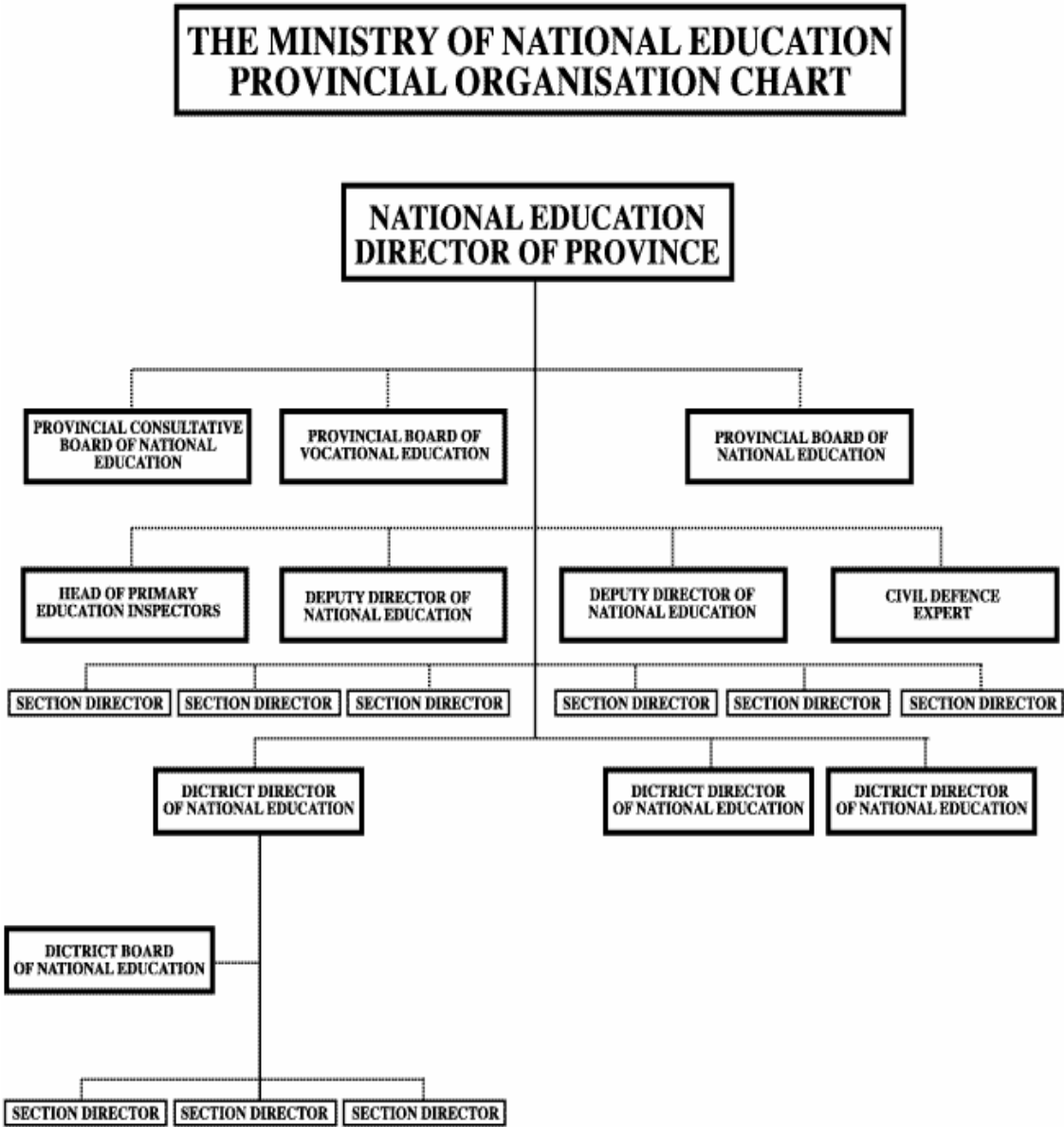


Figure 5.1: *The Chart of Provincial Organization* (MONE, 2005, p.15)

Decentralization of inspection system would be favorable only if the system provides subordinates autonomy and independence. Education inspectors' desiring a centralized system would be stemmed from education inspectors' not having autonomy because of being strongly depended to their superiors within the province. In the 46/a article of the new regulation, it was stated that education inspectors are responsible of preparing yearly working plans, and implementing them after taking consent from Principal of Provincial Directorate of National Education and Governor of the Province (MONE, 2014). This article reflected the strong dependency of education inspectors to local governors. In addition, in the previous system ministerial inspectors were bounded to MONE and they were advanced in terms of authority and personnel rights compared to education inspectors. This would be another reason of education inspectors' expecting to be bounded to MONE.

Apart from this, when we consider the educational inspection system in other countries, we can see that inspectors in England or France are provided higher levels of autonomy during the inspection process. For instance, although educational inspection in England has a central structure, inspectors in England have an autonomous structure and they have important influences in the functioning of education system (Özmen & Yasan, 2007; Yirci, 2010). In France, educational inspection is carried out by IGEAN on national level and IGEN on local level, and the autonomy of inspectors increased after 1980s (Özmen & Yasan, 2007; Süngü, 2005) although they are bounded to central organization (Rémi, 2011). These examples indicate that education inspectors would be autonomous although inspection system has a central structure.

Apart from this, based on the findings of the study and my observations, provincial cities are mostly inclined to encounter problems stemmed from the local structure such as unofficial relationships between the working people, political discrimination and political pressures on the personnel. According to the data of this study, twelve participants stated they were not pleased about being bounded to local governors. Related to this problem, four participants emphasized decision making process of education inspectors are influenced because of the political pressures on the superiors. The vice-chairman of education inspectors indicated that unofficial relationship may occur since D Province is a small province and he evaluated this

situation as a barrier for being autonomous and objective. In my opinion, the reason of this situation may rely on provincial places' possessing fewer number of working personnel who become familiar with each other after a while. The problems emanated from the local structure of the inspection system were also supported by previous studies (Gümüő & Karapınar, 1997; Kayıkçı & Őarлак, 2013; Tok, 2007). The local structure of the inspection system was also verified with official documents (MONE, 2011a; MONE, 2014). Consequently, I concluded that D Province, as a developing province, has some specific problems related to local structure as aforementioned and these findings would form examples for similar cases.

The findings also indicated that three-headed inspection system caused problems since there are three separate inspection systems which maintain similar functions but have different regulations and structure. Based on the document analysis I have conducted; the existence of three different inspection systems was verified (MONE, 1993; MONE, 2014; Ministry of Internal Affairs, 2006). In this study, six of the participants identified the three-headed inspection system as one of the major problems. This three-headed structure hindered effectiveness of inspection and resulted in problems within different inspectors because they have different personnel rights. This result was supported by previous studies (Arabacı, 1999; Dađlı, 2006; Kayıkçı, 2005) Arabacı (1999) pointed out the differences between education inspectors and ministerial inspectors and he stated that there are differences in terms of personnel rights, economic rights and authorization in favor of ministerial inspectors. The vice-chairman of the education inspectors in D Province verified this finding and indicated that the three-headed inspection system contributes to some overlaps and conflicts within the working areas of these separate inspection systems. Inspection of high school reflects the duty conflict between ministerial inspectors and education inspectors. Education inspectors were responsible to inspect high schools after the 652 numbered legislative decree (MONE, 2011b), but findings indicated that ministerial inspectors may be assigned to inspect high schools too. This situation would indicate that departmentalization within the inspection system do not function effectively since duties are not divided specifically among different organizations within the inspection system. Functional departmentalization necessitates division of the organization by combining duties in

departments according to some shared characteristics, hence coordination becomes easier and efficiency increases within functionally departmentalized organizations (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). Therefore, the overlaps within the scope of duties of different types of inspectors decrease the efficiency of the system.

Problems about the Regulation

Although currently a new regulation concerning the educational inspection system is valid, this study determined the problems of the previous regulation which was in practice when the data were gathered. This study maintains its uniqueness since it was conducted during the transition process just before a new regulation was implemented. So, the study facilitated comparison of the new and the older regulations and provided answers to whether the new regulation addressed problems of the previous system and met the expectations of education inspectors from the new system.

Major problem stemmed from the regulation was determined as burdensome workload and broad scope of duties of education inspectors that decreased the effectiveness of inspection. Eight of the participants identified this problem. Education inspectors have burdensome workload since all education inspectors are responsible to inspect numerous and different institutions and they have to fulfill many different roles. This finding was also supported by the document analysis I have examined and I obtained that education inspectors are responsible to inspect nineteen institution units (MONE, 2011b) and receive other duties assigned by the Governor of the Province (MONE, 2011a; MONE 2014). Additionally, the chairman of the education inspectors confirmed they have broad scope of duties and burdensome workload. The studies which were carried out previously supported this result as well (Altun & Memiřođlu, 2010; Bařer & obanođlu, 2011; elebi & Gündüz, 2010; Kayıkı & řarлак, 2013; Özdemir & Özan, 2013; řahin, ek & Zeytin, 2011a; Yıldırım, Beyciođlu, Uđurlu & Sincar, 2012). First of all, the finding of the present study illustrated that the scope of duties of education inspectors remains vague and contribute to confusion and dilemma owing to the lack of well determined scope of duties. Education inspectors may be given unplanned orders by

local governors related to the institutions out of their working area. By all means, taking sudden orders from local governors render the determination of duties more uncertain. The findings of this study demonstrated that education inspectors face problems due to receiving sudden orders from their superiors because this situation distort their working plans and prevent fulfilling the principal responsibilities such as guiding and on-the-job training. The findings indicated that education inspectors cannot help teachers sufficiently because of the burdensome workload and the many different roles they play. According to the document analysis I have conducted, education inspectors are responsible to maintain guiding, on-the-job training, inspection and investigation roles (MONE, 2011a; MONE 2014). Five of the participants expressed they were not pleased about the many different roles they were required to play, and the chairman of the education inspectors confirmed that they have many different roles such as observation and investigation, inspection and guiding; and each roles were different from the others. In his study, Dağlı (2006) emphasized that improving education is related to improving teachers and education inspectors are expected to be the main helper to teachers. But education inspectors cannot help teachers to improve themselves due to the burdensome workload. The study conducted by Memduhoğlu, Aydın, Yılmaz, Güngör and Oğuz (2007) supported this result and in the study mentioned above, it was stated that education inspectors do not have opportunity to act as guides for improving teachers due to their burdensome workload.

Findings represented that the previous regulation was not contemporary and did not meet today's needs. Seven of the participants identified this problem. Also, the chairman and vice-chairman verified this finding. While the chairman stated the regulation did not accommodate to new developments; the vice-chairman pointed out that there were out-dated regulations and guidelines and they were not functioning harmoniously. This finding is in line with Şahin, Çek and Zeytin (2011a)'s finding that revealed although there were frequent changes in regulations concerning inspection system, those changes did not serve to eliminate problems and main problems of the inspection system regarding the structure and the scope of duties remain unsolved.

It seems that, superficial solutions took place in the regulations instead of bringing fundamental changes in the system, and frequent changes in the denomination are one of the indications of this situation. In the new regulation, education inspectors received back the ‘inspector’ denomination and became ‘National Education Inspector’ (MONE, 2014). Frequent changes in denominations were stressed by four interviewees and also verified by the document analysis I have conducted and I obtained that denomination of education inspectors changed three times since June, 2011. According to the findings of this study, the latest change in the denomination pleased education inspectors because they were discontented about the previous denomination which was “education supervisor” but this change did not lead to improvement in personnel or economic rights and education inspectors still have problems about their rights in the new regulation.

Another problem represented by one of the participants that was noteworthy for me is education inspectors’ not having occupational guarantee. I emphasized this problem since education inspectors may not feel safe about making objective decisions because they may have concerns about being discharged. Based on the document analysis I have conducted, it is revealed that education inspectors would be discharged from their job by court decision, after being investigated or having health problems (MONE, 2011a & 2014). The information I have obtained from the relevant documents does not include precise conditions of being discharged and the statements are open to controversy. Thus, these statements are open to manipulation and would be applied differently by different individuals. As a result of this situation, education inspectors may not feel confident while making decisions because they have concerns about being judged or discharged after their decisions.

Problems about Personnel Rights

Findings of this study demonstrated that personnel rights of education inspectors were identified as another problematic issue because education inspectors view their personnel rights insufficient. Furthermore, education inspectors are not pleased about not being as advantaged as ministerial inspectors in terms of personnel rights although they do similar jobs. According to the data of this study, ten participants acknowledged that they were displeased about the differences between

personnel rights of education inspectors and ministerial inspectors, and nine participants thought that personnel rights are insufficient. The managers of education inspectors expressed their discontentment about personnel rights and denoted that they were not pleased about having underprivileged personnel rights compared to ministerial inspectors. Issues related to personnel rights of education inspectors have been emphasized in several studies (Kayıkçı, 2005; Kayıkçı & Şarlak, 2013; Şahin, Çek & Zeytin, 2011a; Uslu, 2013; Ünal, Yavuz & Küçükler, 2011). It was pointed out that education inspectors were not pleased about their personnel rights (Kayıkçı & Şarlak, 2013; Şahin, Çek & Zeytin, 2011a; Ünal, Yavuz & Küçükler, 2011). Uslu (2013) emphasized that education inspectors have lower economic rights compared to other inspectors working in similar positions. Kayıkçı (2005) determined that education inspectors expressed they feel the lowest level of satisfaction about their personnel rights. These studies supported the findings of this study and captured that it is important to improve personnel rights of education inspectors.

The participants in the current study also indicated they weren't sufficiently encouraged to improve themselves academically. Two of the participants described insufficient academic rights as a problem but I wanted to elaborate on this issue because I believe it is necessary for education inspectors to receive further education and maintain an ongoing improvement in their profession. The findings related to academic rights indicated that education inspectors have neither appointment opportunities for receiving further education in the university they want nor time for their academic improvement. Insufficient academic rights for education inspectors are supported by relevant studies (Aydın, 2011; Özdemir & Özan, 2013; Tok, 2007; Uslu, 2013) and it was suggested that education inspectors should be provided opportunities for getting a Ph. D degree (Özdemir & Özan, 2013; Tok, 2007). According to Aydın (2011), although main purpose of inspection is improvement of education, education inspectors face problems about taking further education because of burdensome workload and inconvenient appointment conditions. In the new regulation, it was stated that even though education inspectors are allowed to change their place of appointment for health or family reasons, they are not provided such an opportunity for receiving further education (MONE, 2014). Education inspectors' improving themselves and receiving further education are very important since they

have to master developments in education and technology. Hence, education inspectors should be provided appointment rights and time allocation for receiving further education.

Problems about In-service Trainings

The findings of this study illustrated that in-service training for education inspectors are not sufficient and the arranged courses do not reach the purpose. According to the data of this study, eleven of the participants acknowledged the in-service courses are insufficient and eight of the participants claimed that in-service courses are not planned well. Also, findings of this study indicated that opinions of education inspectors are not taken into account during the planning of the courses and in-service courses are usually prepared about similar subjects but they do not include contemporary subjects. The study of Şahin, Çek and Zeytin (2011b) confirms this study's findings which underlined MoNE does not make needs analysis before planning the courses, in-service courses are not planned well and do not make a contribution to improving education inspectors. The document analysis I have examined verified that education inspectors are not included during the planning of in-service trainings (MONE, 1995). Hence, the courses do not make a contribution for improvement of education inspectors. Previous studies supported this result (Özmen & Şahin, 2010; Şahin, Çek & Zeytin, 2011b; Uslu, 2013; Ünal & Gürsel, 2006). Previous studies indicated that MoNE does not supply in-service trainings for education inspectors sufficiently (Şahin, Çek & Zeytin, 2011b; Ünal & Gürsel, 2006). Uslu (2013) highlighted that the variety and content of in-service courses are insufficient and the views of education inspectors are not taken into account before planning the courses. Also, the issue of insufficient in-service trainings was highlighted by managers of education inspectors and they verified that in-service courses are insufficient and do not serve their purposes. Additionally, one of the findings I have obtained during the triangulation process indicated that managers of education inspectors in D Province arrange local in-service courses since MoNE does not provide sufficient and effective in-service courses for education inspectors. Therefore, previous studies and the data obtained from managers of education inspectors verified that in-service trainings are another problematic issue in the

inspection system that has to be rearranged and improved for reaching their purpose. Also, it is necessary to make needs analysis while planning the courses, including contemporary subjects to the courses and supplying sufficient courses based on the needs of education inspectors.

Problems about the Inspection Process

Education inspectors have many roles such as inspection, investigation, guiding and on-the-job training (MONE, 2014). While maintaining those roles education inspectors face many problems at schools and institutions. According to the findings, the major problem stemmed from frequent changes of school principal and teachers in D Province. Yıldırım et al. (2012) identified frequent change of teachers as one of the problems that reduces the effectiveness of inspection. This is an important problem because sustainability, that is one of the main principles of inspection, cannot be enabled as a result of fast circulation of the inspected personnel. Also, the managers of education inspectors identified frequent changes of teachers and school principals as one of the problems education inspectors face while inspecting institutions. This case study aimed to capture problems about inspection system in developing provinces. D Province, as one of the developing provinces in Turkey is a transition point and came under impetuous relocation of school staff. Therefore, this problem which is mostly specific to developing provinces decreases efficiency of not only education system but also the inspection system. Education inspectors cannot provide continuous assistance and guidance to teachers because they have to start all over again when they meet new teachers at schools. As a result, inspection cannot maintain its ultimate function which is “providing necessary guidance and help teachers in order to improve learning and teaching process” (Taymaz, 2011, p.33).

Other problems education inspectors face while inspecting institutions are teacher incompetence and recruitment of substitute teachers. The findings of this study demonstrated that teachers experience difficulty in implementing education programs. Incompetence of school staff was specified as one of the main problems that education inspectors faced while inspecting institutions (Memişoğlu & Ekinci, 2013). Findings of this study represented that the reasons of incompetence of

teachers are undergraduate programs of education faculties' not providing enough facilities about teaching practices to candidate teachers and also novice teachers' not being supported with effective in-service courses by Ministry of National Education. The study of Dađlı (2006) is in line with this finding and he revealed that the problem of incompetence of teachers is related to the undergraduate education programs of education faculties. Gökmenođlu (2013) stressed on the in-service training needs of teachers and claimed that in Turkey in-service courses for teachers were insufficient and had deficiencies in practice. Although education inspectors have important roles about in-service training of teachers, they cannot spare enough time for them because of burdensome workload and conducting many investigations. It is important to remember that the principal duty of education inspectors should be helping teachers to improve themselves and while assigning duties to education inspectors, firstly they should be provided enough time for guiding and on-the-job training of teachers rather than conducting investigations or other duties given by their superiors.

Findings of this study indicated that education inspectors encounter problems while inspecting substitute teachers since they need serious help about applying education programs. According to the findings recruitment of substitute teachers decreases efficiency of education because substitute teachers are assigned as teachers from other branches. D Province is a transition point and findings indicated that D Province is subjected to frequent change of teachers because of its position. I think the problem of substitute teachers is closely related with this situation since the absence of teachers may be tried to solve by recruitment of substitute teachers. Several studies highlighted the problems emerged from the recruitment of substitute teachers, confirming the findings of this study (Polat, 2013; Soydan, 2012; Ünal, Yavuz & Küçükler, 2011; Yıldırım et al., 2012). Studies revealed that recruitment of substitute teachers damages education process (Polat, 201; Soydan, 2012). Yıldırım et al. (2012) pointed out that education inspectors have difficulties during guiding and on-the-job training of substitute teachers. Similarly Ünal, Yavuz and Küçükler (2011) figured out that education inspectors do not want recruitment of substitute teachers since this implementation create problems during the inspection process. Additionally, education inspectors who participated in the current study identified

teacher prejudices and negative attitudes about inspection as another problem consistent with the findings of previous studies (Başer & Çobanoğlu, 2011; Memduhoğlu & Zengin, 2012; Şahin, Çek & Zeytin, 2011a; Taymaz, 1995). By all means, education inspectors' maintaining guiding and investigating roles together make the communication between teachers and education inspectors difficult. Education inspectors visit schools for investigating teachers and also they would come to the same school for providing guidance to the teachers they have investigated before. Maintaining conflicting roles would damage the relationship between education inspectors and teachers. Hence, teachers would develop prejudices to education inspectors instead of building relationship based on trust and intimacy. Here, it would be beneficial for education inspectors to be specialized in specific areas in order not to maintain guidance and investigating roles at the same time.

There is another problem about inspecting institutions based on the findings as well. This problem emanated from institutions' not ameliorating deficiencies which were specified in the previous inspection. Education inspectors inspect institutions, make some detection and prepare reports about the results of the inspection but they sometimes face same problems when they visit the institution again. This result indicated that sometimes schools might not give importance to the results of the inspection, and time and effort of education inspectors might be wasted in such situations. Additionally, maintenance of the deficiencies at schools blocks progress of education and leads to the stagnation of education, keeping it far from development. In his study, Taymaz (1995) determined the same problem and stated that the results of inspection are not given importance and necessary precautions are not taken by institutions. Şahin, Çek and Zeytin (2011a) stated that inspection processes do not result in schools' ameliorating deficiencies specified based on the inspection reports since education inspectors' not having authority and sanction power. Therefore, inspection became an ordinary process that is not helpful for dissolving problems at institutions. On the other hand, the findings of this study reflected that physical deficiencies of schools cannot be refined because schools are not supplied financial support sufficiently by the Government. Karaköse, Aslan and Kılıç (2009) determined one of the problems that education inspectors faced during

inspection of institutions as physical conditions of schools' not allowing teachers to apply new education programs. Interestingly, according to OECD report (2010) it was stated that the country which has separated the least budget for national education was determined as Turkey. So recursive problems about physical structure of the schools may be the result of not having budget for eliminating such problems.

So far, I have presented views of education inspectors regarding the educational inspection system in order to find answer to the first research question which was: "How do education inspectors evaluate the current inspection system as they experience it?" The findings indicated main problems related to the organizational structure of the previous inspection system were local structure as it was confirmed by several studies (Dağlı,2006; Gümüş & Karapınar, 1997 & Tok, 2007) and three-headed inspection system consistent with previous studies (Altun & Memişoğlu, 2010; Kayıkçı & Şarлак, 2013; Şahin, Çek & Zeytin, 2011a). Also, problems about inspection of high schools and education inspectors' not having occupational autonomy were other problems which were emphasized in this study related to the organizational structure.

The findings indicated that the major problem related to the previous regulation was burdensome workload and broad scope of duties of education inspectors and several studies verified this finding (Altun & Memişoğlu, 2010; Kayıkçı & Şarлак, 2013; Özdemir & Özhan, 2013; Şahin, Çek & Zeytin, 2011a; Yıldırım et al; 2012). Education inspectors' being disadvantaged in terms of personnel rights was determined as the main problem about personnel rights. This result was supported with other studies (Dağlı, 2006; Özdemir & Özhan, 2013; Şahin, Çek & Zeytin, 2011a). This study also underlined other problems such as education inspectors' not being provided sufficient opportunities for their academic improvement, problems emerged from compulsory rotation and problems about denomination changes. Nonetheless, this study attracted attention to frequent changes of school staff in developing provinces. Also, based on the findings of this study, unofficial relationships between the working personnel, political pressures on superiors and political discrimination may be some specific problems for developing provinces.

In the next section, I will address expectations of education inspectors for finding answer to the second research question which was: “What do education inspectors expect from a new inspection system?”

5.2 Expectations of Education Inspectors from the New Regulation

In this study, I have examined expectations of education inspectors working in D Province in terms of regulation, organizational structure and personnel rights. According to the findings of this study, education inspectors’ expectations about the new regulation were well determined scope of duties, specialization within education inspectors, not making instructional inspection, specified standards while inspecting and inspecting based on new inspection methods. The expectations of education inspectors were consistent with the expectations of managers of education inspectors according to the findings obtained during the triangulation process.

According to the data, seven education inspectors asserted that they expected well determined scope of duties in the new regulation. In the new regulation, although scope of duties was narrowed to some extent by elimination of instructional inspection, still there are vague expressions in the determination of duties. To give some examples, in the 57th article of the new regulation, it is stated that: Education inspectors are required to do duties specified in the 17th article of 652 numbered legislative decree which was published in 2011 (MONE, 2014). This situation illustrates that the definition of duties of education inspectors remained the same. In addition to this, in the 46th article of the new regulation; the scope of duties of education inspectors were specified in the (i) and (j) items as: Fulfilling duties which are given by the Principal of Provincial Directorate of National Education and fulfilling other duties specified in the regulation (MONE, 2014). Those expressions would be thought as the scope of duties of education inspectors is not determined precisely and maintains its ambiguity. Therefore, education inspectors’ expectation about well determined scope of duties was not provided, and the role confusion and burdensome workload of education inspectors will continue in the new inspection system.

The new regulation states that education inspectors will not make instructional inspections but they will inspect school principals (MONE, 2014).

Based on this change, the scope of duties of education inspectors will be narrowed. But this change would complicate guiding and on-the-job training of teachers since they will be inspected by school principals instead of education inspectors. Elimination of instructional inspection would be helpful for maintaining specific standards while inspecting institutions since instructional inspection based on traditional methods would make it difficult to apply objective inspection based on specific criteria. This is because instructional inspection is not sufficient to evaluate teachers in two hours of observation and there were different education inspectors using different applications of instructional inspection leading to inconsistencies in the inspection process. Although two hours of instructional inspection was ineffective to make modern inspection, still there are question marks about the new method of school inspection because there would not be standard implementations within school principals while inspecting teachers. Also, I shared the findings with some of the participants in order to provide the reliability and validity of this case study and I perceived that elimination of instructional inspection decreased the heavy workload of education inspectors but resulted in limited interaction between education inspectors and the teachers. According to the feedback I received, this situation complicated education inspectors' providing guidance to teachers as I have anticipated.

In addition to this, in the new regulation, there are not any existing changes about inspecting institutions based on new inspection methods. According to the findings of this study, education inspectors want to use modern inspection methods but currently they are required to use traditional inspection methods. This finding is consistent with other studies which pointed out the necessity of using new inspection methods in order to accommodate to new education programs, teaching and learning methods (Güneş, 2009; Memduhoğlu & Zengin, 2010). In addition to this, the findings of this study highlighted that education inspectors working in D Province expected conducting process-based inspection instead of product-based inspection. Several studies underlined the importance of using process-based inspection methods instead of product-based inspection confirming the findings of this study and those studies captured that product-based inspection hindered the functionality of inspection (Burgaz, 1995; Kocabaş & Demir, 2009; Okutan, 2009).

According to the findings, six participants expressed they expected specialization within education inspectors and also the vice chairman emphasized on the necessity of specialization in particular areas such as observation and investigation or inspection and guiding. Education inspectors have problems about maintaining different roles and they expected to be specialized in different areas such as inspection, guiding and investigation. Several studies stressed on the necessity of specialization within education inspectors (Aküzüm & Özmen, 2013; Özmen & İnan, 2010; Özmen & Şahin, 2010; Turan, 2009). In the new regulation, there are not any changes related to specialization within education inspectors.

In organizations which have extensive specialization, each employee fulfills a narrow range of duties whereas if specialization is low, employees fulfill a wide range of duties in their jobs (Daft, 2013). Organizations which include high specialization enables workers to become more skilled at the duties they fulfill (Jones, 2007). On the other hand, when specialization increases it would be difficult to combine the divided tasks and coordinate them effectively. Education inspectors' specialization would be beneficial to become experts in their areas, but it would be difficult to maintain the coordination within education inspectors specialized in different areas. The main reason of education inspectors' demanding specialization may be maintaining investigations roles related to various types of institutions. In many other countries such as France or England; inspectors are not required to conduct investigations (Özmen & Yasan, 2007). It would be preferable when the investigation role of inspectors is eliminated since education inspectors expect to be specialized in different areas because they maintain conflicting roles such as investigating and guiding. Several studies indicated that education inspectors have burdensome workload because of conducting many investigations (Aküzüm & Özmen, 2013; Memduhoğlu & Zengin, 2012; Yıldırım et al. 2012).

Furthermore, the expectations in terms of organizational structure of education inspectors were being bounded to Ministry of National Education directly, being more autonomous and independent, unification with ministerial inspectors under MoNE and not being bounded to local governors. The major expectation of education inspectors was being bounded to MONE and ten participants declared this expectation. Education inspectors' expectation about being bounded to Ministry was

highlighted in several studies (Dağlı, 2006; Kayıkçı & Şarlak, 2013; Şahin, Çek & Zeytin, 2011a).

Related to the expectations about the organizational structure of the inspection system, the unification of ministerial inspectors and education inspectors occurred under Provincial Directorate of National Education. Thus, it can be concluded that education inspectors' expectations about being bounded to Ministry of National Education and not being bounded to local governors were not actualized. According to the new regulation; the 44th article indicates that ministerial and education inspectors are unified under Provincial Directorate of National Education (MONE, 2014). Also, in the new regulation, there are not important changes about providing education inspectors autonomy and independence since they are bounded to Provincial Directorate of National Education.

Although education inspectors were unified with ministerial inspectors, this unification did not occur under the organization of Ministry of National Education and this change did not bring any developments about personnel rights since education inspectors do not have the same personnel rights with ministerial inspectors. In the new regulation, the third temporary article indicated that personnel rights of all inspectors will be reserved after the unification (MONE, 2014). Therefore, the expectation of "being unified with ministerial inspectors under Ministry" was partially actualized in the new regulation. However, in the new regulation, ministerial and education inspectors have the same denomination as "national education inspector" but they do not have the same rights since the personnel rights of different type of inspectors are reserved after the unification. I interpreted this finding based on the equity theory of motivation that claims the ratio between the output employees receive and the input they invest to obtain these outcomes should be equal in order to increase motivation (Lunenberg & Ornstein, 2012). Based on this theory, I can assert that education inspectors would have problems about motivation because they do not have the same outcomes with ministerial inspectors.

Finally, education inspectors' expectations about personnel rights were specified as same economic rights with ministerial inspectors, effective in-service training, improvement in personnel rights and having back 'inspector' denomination.

“Same economic rights with ministerial inspectors” was the major expectation related to personnel rights and ten participants connoted this expectation. About these expectations, there are not any existing changes in terms of economic rights of education inspectors, in service training courses and improvement in personnel rights. Only, education inspectors received back ‘inspector’ denomination instead of ‘supervisor’ denomination and became “National Education Inspectors”. Thus, education inspectors’ expectation about having back the ‘inspection’ denomination was met. According to the findings, the reason for education inspectors’ desiring to have ‘inspector’ denomination was having same economic rights with ministerial inspectors based on the equal payment to equal work policy but denomination change did not contribute to improvement in their economic rights. Actually, I inferred that education inspectors cannot receive the outcomes they have expected from the new system and this would result in education inspectors’ having low levels of motivation based on the expectancy theory. On the basis of the assumptions of the expectancy theory, it is indicated that employees join organizations with expectations about their needs, motivation and experiences, and these expectations influence how individuals respond to the organization (Lunenberg & Ornstein, 2012). Consequently, education inspectors’ not receiving their expectations would be the reason of their discontentment about the new system.

So far, major expectations of education inspectors were discussed. Although many of the expectations of education inspectors were consistent with previous studies as being bounded to MONE (Altun & Memişoğlu, 2010), unification with ministerial inspectors (Kayıkçı & Şarlak, 2013), improvement in personnel rights (Şahin, Çek & Zeytin, 2011) and specialization (Aküzüm & Özmen, 2010); there were other expectations of education inspectors in D Province such as not conducting instructional inspection, improvement in academic rights and rearrangement in compulsory rotation.

Apart from this, the findings of the study indicated that education inspectors generally had low expectations about the changes in the new regulation. According to the findings, twelve participants stated that the new regulation will not meet their expectations about solving the problems of inspection system, in addition to this; five participants stated the problems will increase in the new regulation. According to my

opinion, the reasons of education inspectors' having low expectations about the changes in the inspection system would be explained by changing the system without identifying problems deeply and not taking into account the views and expectations of education inspectors. Baker, Micheals and Preston (1975) specified major steps in public policy development and stated that identification of prior needs of target people is necessary while setting the goals during the policy development process. Additionally, there are four basic principles of policy making: (1) Fundamental concern for the welfare of the individuals, (2) opportunity for personal development, (3) qualitative aspects of the social and physical environment and (4) enhancement of the connection between the individual and the environment (Baker, Micheals & Preston, 1975). Based on these principles, we can specify that ineffective changes in the inspection system would be emanated from not considering the welfare of education inspectors and not enhancing connection between the changes in the environment and the effects of those changes on the individuals. We can add that the previous changes in the system were implemented without identifying prior needs of the individuals and taking into account the qualitative aspects of the working environment of education inspectors. That's to say, previous changes in the inspection system did not bring solutions to the problems and this situation reduced the reliance and trust of education inspectors to the system changes. For instance, some of the studies captured that education inspectors were not pleased about previous changes such as having "supervision" denomination after the 652 numbered legislative decree was published (Özdemir & Özan, 2013) and being subjected to compulsory rotation after the 27974 numbered regulation was implemented (Arlı, 2013). Thus, I can conclude that changes in the inspection system are not thought to be capable of bringing solutions to the problems and provide the welfare of the education inspectors.

5.3 Implications for Practice

This study revealed problems of inspection system in order to make better the system that provides a continuous improvement in education. At this point, it is important to take in hand inspection system with all stakeholders such as Ministry of National Education, Provincial Directorate of National Education, policy makers,

education inspectors, school principals and teachers and also implications for my career. Here, it is crucial to think that solutions cannot be provided by any of the stakeholders solely, but it is necessary to consider the system as a whole and all stakeholders should act their part to make a difference. In this part, implications for the stakeholders will be discussed in order to clarify the meaning of the findings for all the stakeholders.

5.3.1 Implications for Ministry of National Education

For an effective education system, it is necessary to provide integration within the system so the system functions in coordination and cooperation. One of the recent studies acknowledged that inspection system does not function within integrity and it has a local structure that is disconnected from MoNE (Şahin, Elçiçek & Tösten, 2013). But inspection, as an important component of education, cannot be independent from MoNE. Unfortunately, Turkish Educational Inspection System is independent from MoNE and the inspection processes are disconnected from the action of MoNE. But an effective inspection system would be provided by synergism between MoNE and the inspection system. One of the major findings of this study represented that education inspectors expect to be bounded to MoNE directly since a central structure is beneficial for the system to function with integrity. Local structure of the inspection system causes problems in terms of scope of duties since education inspectors have to carry out duties given by local governors and also duties assigned by MoNE. Based on the findings, in provincial cities, decision making process of education inspectors is influenced by local governors. Hence, political pressure on the local governors and unofficial relationships between working people hinder making objective decisions. Some of the previous studies indicated that education inspectors are exposed to political pressures of local politicians and they are influenced by their superiors during the decision making process (Gümüş & Karabıyık, 1997; Kayıkçı & Şarлак, 2013). According to the findings of this study, the local structure of the inspection system results in duty conflict, authority chaos and burdensome workload. In order for education inspectors to continue to carry out their duties effectively, inspection system should be bounded to MoNE directly so

that the scope of duties of education inspectors becomes definite and education inspectors' concerns about making objective decisions would be removed.

What's more, the results of this study indicated in-service training courses for education inspectors were insufficient. MoNE, as the institution which arranges those courses, should take into account the importance of in-service trainings since continuous developments in education and technology necessitates enduring improvement of education inspectors. The main idea lying under effective in-service courses is addressing the needs of education inspectors and including them in the planning process of the courses.

5.3.2 Implications for Provincial Directorate of National Education

Education inspectors are bounded to Provincial Directorate of National Education (PDNE) in Provinces. This study revealed the outcomes of the local structure of inspection system and figured out that being bounded to local governors pose an obstacle for objective inspection. It can be stated that this situation emanated from the organizational structure of the inspection system that is strongly bounded to local governors and contributed to confusion in terms of scope of duties, authority and responsibilities. The problem of local structure is also supported by other studies (Dağlı, 2006; Kayıkçı & Şarlak, 2013; Özmen & Şahin, 2010; Şahin, Çek & Zeytin, 2011a).

Education inspectors inspect institutions which are bounded to PDNE that functions on behalf of MoNE in the provinces. This means education inspectors inspect decisions of PDNE in some sense and also take orders from PDNE at the same time. The findings of this study demonstrated that duty conflict that resulted from education inspectors' being in a position of inspecting Provincial Directorate of National Education is one of the major problems of the inspection system. To give an example, education inspectors investigate substitute teachers who are assigned by PDNE or they make decisions about closing an institution that was opened by the consent of PDNE. Therefore, there may be conflicts between education inspectors and their superiors. Especially, in developing provinces informal relationship may develop between working people. The findings demonstrated education inspectors in D Province are not pleased about informal relationship between their superiors and

the inspected personnel since this is an obstacle for objective decision making. Based on the findings, it can be concluded that education inspectors do not feel safe about their decisions because of the local structure although they do their job neutrally and objectively. Additionally, official documents verified that education inspectors are strongly bounded to local governors and they have to take consent from Principal of Provincial Directorate of National Education and Governor of the Province before implementing actions (MONE, 2014). Based on this official document, it can be concluded that education inspectors are not provided autonomy and independence since they are bounded to PDNE. Also, education inspectors may be assigned to inspect the PDNE when a problem exists in this institution; hence they fall into a position of inspecting the institution which they are bounded to. Besides, education inspectors may be subjected to political pressure and discrimination that would result in insufficient occupational autonomy and manipulation of the superiors.

According to the 46/i article, it was stated that education inspectors are responsible to do other duties given by Provincial Directorate of National Education (MONE, 2014). According to the findings, vagueness of the scope of duties contributes to problems for education inspectors since duties are uncertain and different applications may emerge within local governors. This condition may distort working plans of education inspectors, cause time problems and burdensome workload.

5.3.3 Implications for Policy Makers

This study revealed problems of the inspection system based on the evaluation of education inspectors and then determined expectations of education inspectors from a new system in order to give ideas about how the inspection system should be for actualizing an effective inspection system and better working conditions for education inspectors. According to the findings, major expectations of education inspectors were identified as specialization within education inspectors, being bounded to Ministry of National Education directly and same economic rights with ministerial inspectors. The findings indicated that major expectations of education inspectors were not met and those problems will remain unsolved in the new regulation.

Based on the findings, we can say that before the new regulation has come into force, education inspectors believed that their expectations will not be met in the new regulation. This finding connoted that the level of trust to the policy makers is immensely low so that although there was going to be a planned change in the regulation concerning the inspection system, education inspectors do not believe the changes will address the problems in the system. There are some differences in the positive way such as eliminating instructional inspection, giving back the ‘inspector’ denomination to education inspectors, unification of ministerial inspectors under local structure. But findings of this study pointed out that many of the problems such as local structure of the system, burdensome workload and broad scope of duties of education inspectors were not eliminated in the new inspection system. When a policy development occurs in the system, it should be started from identifying the problems and after bringing solutions to these problems. In addition to this, policy makers should include people who are affected from the changes during the system change in the decision making process. While bringing solutions to problems of inspection system, education inspectors are not included in the decision making process although studies like the present one capture the problems of inspection system and possible solutions based on the views of education inspectors. Therefore, policy makers should take into account the needs of education inspectors in order to increase their motivation and job satisfaction instead of making top-down changes suddenly and unexpectedly. Boulanger and Brechet (2005) verified this statement and pointed out that for a sustainable development, plurality of decision-makers is important and policy makers should take into account objectives, preferences, expectations and beliefs of all members who are influenced from the changes in the system. Also, it is necessary for policy makers to conduct in-depth studies to identify problems and recommend solutions before making changes in the regulation.

Additionally, the findings of this study indicated that teachers have prejudices toward the inspection process and are not willing about cooperating with education inspectors. Main aim of policy makers should be providing improvement of education, in order to achieve this aim they should take some precautions and effectuate useful changes. Hence, inspection process should be based on supporting

and improving teachers rather than controlling and punishment. Policy makers should take into consideration promoting modern inspection methods and techniques which is based on process evaluation and cooperation.

5.3.4 Implications for Education Inspectors

This study aimed to determine what is needed for education inspectors to have better working conditions through identifying problems of inspection system and expectations of education inspectors. During the progress of the study, main problems of the inspection system were identified and solutions were discussed in relation to the previous studies and relevant regulations. The findings of this study showed that education inspectors need improvement in personnel rights, well determined status within the system and definite scope of duties. It is important to refine the system to ensure that it serves its purpose which was improvement of education.

For education inspectors, it is necessary to establish strong relationship with the inspected personnel that is based on reliance, communication and cooperation. The findings of the study indicated that education inspectors in D Province face problems about teacher prejudices and negative attitudes towards education inspectors. Taymaz (2011) determined that “inspection is an occupational guidance and assistance which can be implemented in all levels of education whenever it is needed and desired” (p. 4) and he also specified that one of the functions of inspection is improving the capability and self-esteem of teachers. It would be beneficial for education inspectors to aim at motivating and encouraging teachers through communicating and cooperating with them in a humanistic way (Memduhoğlu & Zengin, 2012) for overcoming prejudices of teachers towards the inspection process.

This study also indicated that education inspectors are not provided sufficient opportunities about their occupational improvement. Although they have limited opportunities about in-service courses and receiving further education, they should endeavor for improving themselves through following the latest developments in education and technology.

5.3.5 Implications for School Principals and Teachers

The results in this study indicated that problems education inspectors face while inspecting institutions primarily stemmed from the mutual interaction between inspectors and the school staff. Consequently, both education inspectors and the inspected personnel should first take into account the common goal which was increasing the quality of education. Education inspectors and teachers should act in order to arrive at a better education system together. To this end, it is important to rethink the purpose of inspection far from prejudices to education inspectors and actions that cause prejudices on teachers. Education inspectors should be willing to support teachers and also teachers and school principals should be open to suggestions of education inspectors in order to improve themselves. Another finding of this study determined that school personnel do not give importance to the results of the inspection and do not ameliorate deficiencies specified during the inspection process. Hence, recursive problems at schools make it difficult for education inspectors to make a contribution to the improvement of the institution. Here, cooperation between inspectors and the inspected personnel is necessary to improve education. In this study teacher incompetence was determined as another problem that education inspectors face while inspecting institutions. Guiding and helping teachers is the principal duty of education inspectors but results indicated that due to maintaining different roles and burdensome workload, education inspectors cannot give necessary support to teachers. When teachers become professional about applying educational programs and give importance to self-improvement, they would supply this deficiency to some extent.

5.3.6 Implications for My Career

This study has influences for me in terms of the study process and the findings. Firstly, I have learnt a lot while conducting this research which will help me with my future studies. In this study, I have understood the nature of qualitative research and I had invaluable experiences while conducting the interviews in the naturalistic setting of the participants. Also, I have improved myself about qualitative data analysis and I admired qualitative research design since qualitative researchers

have important roles in the progress of the study with their feelings, insight and observations.

This study also helped me to gain an understanding about effective inspection, enabled me to realize the difficult working conditions of education inspectors and give an idea about what changes are necessary for the inspection system to serve its purpose. Actually, I have viewed one of the changes in the inspection system which closely interests me; I will not be inspected by education inspectors anymore. Although I have concerns about how to be inspected by school principals; I wonder whether this change will be preferable or not. I hope, I will have the opportunity to experience and evaluate the new implementation soon.

5.4 Limitations of the Study

In this case study it was aimed to capture problems of inspection system from the point of view of education inspectors in D Province. In this part, limitations of the study will be discussed in order to make clear the interpretations of the results of this study.

Researcher bias is one of the limitations of this study. Although I struggled for reflecting on problems neutrally, as a teacher, I have previous experiences with education inspectors and a particular image about them. In all fairness, inspection practices are very different from one inspector to another and the leading reason of conducting a study about inspection system was that I did not experience effective inspection processes during my teaching career. Considering these limitations, it is important to go further and arrive at a broader picture that would be representative of all education inspectors and other stakeholders through including point of view of respondents in the whole country.

Further, there is another limitation about the timing of the study. The new regulation has come into force just after I have collected the data. Although this study identified problems of the system and education inspectors' expectations from a new system, time did not allow me to figure out whether the changes in the system solve the problems and what are the effects of the changes after the enforcement of the new regulation. Thus, it would be better to capture thoughts of education inspectors before the change and 6 months or maybe a year after the change to see

how the system functions and whether the changes resolved some of the problems of the system.

Also, collecting the data from one developing provinces and not including other developing provinces for conducting a multiple case study is another limitation in this case study. This study included education inspectors as the participants but not other stakeholders such as local governors, teachers or school principals and this is a limitation of the study since it is important to investigate opinions of other stakeholders for arriving at a broader picture. It is important to add that I have observed education inspectors in their office but I did not have the chance to make observations during the inspection process, so there is one more limitation about not observing the participants while they are inspecting the institutions.

5.5 Recommendations

This part involved recommendations for further research and recommendation for practice in order to provide suggestions for new studies and recommend solutions to the problems of inspection system.

5.5.1 Recommendations for Further Research

This study aimed to determine problems of educational inspection system in Turkey during the transition process in order to answer whether the new regulations will address the problems of education inspectors and actualize their expectations. To this end, main problems of the inspection system would be summarized based on this study as: Broad scope of duties of education inspectors, burdensome workload, being bounded to Provincial Directorate of National Education, not being autonomous and independent, insufficient personnel rights and ineffective in-service courses. Besides, expectations of education inspectors were determined in order to explore how the system should be from the point of view of education inspectors. One of the main expectations of education inspectors was identified as specialization within education inspectors in order to prevent role conflict and narrow scope of duties. Also, other expectations of education inspectors were specified as being bounded to Ministry of National Education in order to be more autonomous and independent and improvement in personnel rights in order to have same economic rights as the

ministerial inspectors. However, in the new regulation those expectations did not actualized although there were some changes such as unification of education and ministerial inspectors under Provincial Directorate of National Education, change in denomination and not making instructional inspection. This study was conducted just before the enforcement of the new regulation. It would be beneficial to conduct a study after six months or a year in order to find answers to how the new inspection system functions, whether the new regulation is useful for eliminating problems or what the influences of the new regulation were on the working conditions of education inspectors.

In addition, this is a single-case study conducted in D Province. In the future, it would be beneficial to conduct multiple-case studies including other developing provinces in order to gain an overall understanding about similar cases. Moreover, since this study took in hand education inspectors solely, it is preferable to include views of other stakeholders such as local governors, teachers and school principals in order to capture a broader point of view.

5.5.2 Recommendations for Practice

In this part, I have provided recommendations for practice in light of the results of the study and also expectations of education inspectors. Although the three-headed structure of the inspection system were changed, and ministerial inspectors and education inspectors were unified under the same structure, as long as the differences in terms of personnel rights between ministerial inspectors and education inspectors continue, education inspectors will have problems regarding motivation and job-satisfaction (Özdemir & Özan, 2013). Besides, the discrimination between education and ministerial inspectors would contribute to conflicts between them and distort the peaceful work environment within inspectors. Consequently, the personnel rights of all inspectors should be arranged equitably and personnel rights of education inspectors should be improved to be the same with the rights of ministerial inspectors.

The local structure of the inspection system remains the same after the new regulation came into operation. The unification of education and ministerial inspectors under the local base will cause the problems to continue. In order to render

the inspection system more effective and objective, it is crucial for the system to be bounded to Ministry of National Education directly.

Also, the scope of duties of education inspectors remains vague in the new regulation too. Although instructional inspections were ceased, still education inspectors have to fulfill many different roles and inspect numerous institutions. As a result, the description of duties should be revised; there should not be vague expressions about the scope of duties. Instead, the roles and responsibilities of education inspectors should be stated clearly.

Specialization within education inspectors would be beneficial in order to eliminate education inspectors' maintaining investigation and guiding roles at the same time. Assistant education inspectors should be specialized in areas such as observation and investigation or guiding and on-the-job training when they begin to work. This would be helpful not only for narrowing scope of duties but also forestalling role confusion.

Apart from this, frequent changes of teachers and school principals were assessed as a problem by education inspectors in D Province. This problem would be solved by refining living conditions of teachers and school principals in provincial cities in order to encourage them to stay in provincial cities voluntarily.

Schools and institutions should give importance to the results of the inspection and should ameliorate the deficiencies specified during the inspection. Education inspectors' occupational autonomy should be provided for making necessary changes in the institutions.

Academic development of education inspectors is necessary since they have important roles about guiding and on-the-job training of teachers. Education inspectors should be promoted and supported if they seek to receive further education. Necessary facilities such as appointment rights and time allocation should be provided for them so they can receive further education.

Further, policy makers should take into account the needs, opinions and suggestions of education inspectors and involve them into the decision making process for making the changes beneficial and acceptable for them. Compulsory rotation that contributes to adaptation problems should be rearranged and orientation of education inspectors should be provided before implementing such changes.

In-service courses of education inspectors should be rearranged after conducting a needs analysis. In-service courses should be planned about contemporary issues and it is crucial to arrange courses consistent with educational and technological developments in order to help education inspectors' improve themselves.

5.6 Conclusion

In this section, main problems of the inspection system and expectations of education inspectors from a new inspection system were briefly summarized. This study proposed to determine whether the new regulation will address the problems of education inspectors and actualize their expectations for this particular case based on the research questions “How do education inspectors evaluate the current inspection system as they experience it? And “What do education inspectors expect from a new inspection system?” The findings indicated that inspection system has many problems in terms of organizational structure, regulation, personnel rights and in-service courses. To this end, the main problem about organizational structure of the system was the local structure of the inspection system. The problems regarding the regulation were specified as: Burdensome workload of education inspectors, the regulations' not being contemporary, the regulations' not meeting today's needs and unclear definition of duties. In addition to this, differences in terms of economic rights with ministerial inspectors and insufficient personnel rights were the major problems about personnel rights. Also, in-service courses' not being sufficient and not meeting the needs of education inspectors were problems about the in-service courses. The consistency of these findings were ensured by obtaining multiple data sources including document analysis, data gathered from education inspectors and their managers during the process of triangulation.

What's more, the problems education inspectors faced while inspecting institutions were frequent changes of school principals and teachers and incompetence of teachers. Since D Province is a transition point and subjected to a fast circulation of teachers, frequent changes of school staff is a problematic situation for education system and the inspection system.

It is crucial to point out that this is a case study which proposed to represent problems regarding educational inspection system in developing provinces since developing provinces may have different problems about inspection system compared to more developed provinces. D Province, as a developing province, has specific problems and these problems may form examples for similar cases, hence they may reflect problems of education inspectors in other developing provinces. According to the findings of this study, fast circulation of school staff, unofficial relationships within the working personnel, political pressure on local governors and political discrimination were described as the examples which may be particular to other developing provinces.

Based on the findings of this study it can be stated that the problem of incompetence of teachers stemmed from education inspectors' not being able to provide guidance to teachers sufficiently due to the burdensome workload, making many investigations and maintaining different roles.

Apart from this, the major findings related to regulation, personnel rights, organizational structure, in-service courses and problems while inspecting institutions were consistent with the data obtained from different sources including document analysis and interviews with managers of education inspectors. As a consequence, the consistency of these findings was provided by triangulation process I have examined.

Additionally, I have taken some precautions to increase reliability and validity of the findings. Firstly, in this case study I have made observations for a long time in order to gain a holistic understanding of the phenomena. The data collection procedure took three weeks, the data were collected in the Board of Inspection Institution of D Province, and during this time I had the chance to observe education inspectors within their working environment and obtain information about the working conditions of education inspectors in D Province. Besides this, I have shared the results of the findings with some of the participants and received positive feedback about the findings. Also, the results of the study were supported by other studies throughout the research and triangulation process took place during the data collection process. Therefore necessary precautions were taken which were suggested by Yıldırım and Şimşek (2013).

Findings illustrated that fundamental expectations of education inspectors from a new regulation were being bounded to Ministry of National Education directly, having same economic rights with ministerial inspectors, specialization between education inspectors, well determined scope of duties, unification with ministerial inspectors under Ministry, effective in-service training courses, not making instructional inspections and having back the ‘inspector’ denomination.

In the new regulation, ministerial inspectors and education inspectors were unified but this unification occurred under Provincial Directorate of National Education and the personnel rights of education inspectors and ministerial inspectors remained same. Although education inspectors’ expectation about being unified with ministerial inspectors actualized, problems about the differences in terms of personnel rights between education and ministerial inspectors continue. Also, in the new inspection system the organizational structure of the inspection system remained the same and it is not bounded directly to Ministry of National Education, hence this expectation was not actualized either.

In the new inspection system, education inspectors will not make instructional inspections; instead they will inspect school principals. Evaluating classrooms in two hours of observation was assessed as a traditional inspection method by education inspectors in D Province and they expected the instructional inspection to be abated. This change would be beneficial for eliminating burdensome workload and broad scope of duties but would contribute to problems about making guiding and on-the-job training of teachers. On the other hand, the issue of how and by whom the teachers will be inspected would create problems in the future. Additionally, even though the principal duty of education inspectors was guiding teachers, this duty would be hindered.

Furthermore, in the new regulation the denomination of “National Education Inspector” became valid instead of “Education Supervisor”. According to the findings of this study, education inspectors desired to have ‘inspector’ denomination and not pleased about ‘supervisor’ denomination. In the new regulation, they received back ‘inspector’ denomination but this change did not bring any advantages in terms of personnel rights even if this situation was against the equal payment to

equal job policy on account of education and ministerial inspectors' having different personnel and economic rights.

The findings of this study highlighted that education inspectors have low expectations about the new regulation's providing solutions to the problems. That's to say, according to the findings education inspectors do not believe changes in the system will address their problems and make the system better.

Finally, in the new inspection system problems such as being bounded to Provincial Directorate of National Education, insufficient personnel rights, differences in terms of economic rights with ministerial inspectors, broad scope of duties and in-sufficient in-service courses remained unsolved. Also, education inspectors' expectations about being bounded to Ministry directly, same economic rights with ministerial inspectors, specialization between education inspectors, well determined scope of duties, effective in-service training courses did not come true in the new regulation. This case study may be helpful for bringing particular solutions to the problems of inspection system since this study identified problems and captured suggestions based on the views of education inspectors at first hand. Consequently, it can be concluded that the new regulation did not meet the major expectations of education inspectors and did not bring thorough solutions to the problems even though there were some positive changes about narrowing the scope of duties, unifying ministerial and education inspectors and giving back the 'inspector' denomination to education inspectors.

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APPENDIX A

Interview Questions

- 1) What are the main problems of Turkish Educational Inspection System as you experience it?
- 2) What is your opinion about current regulations concerning Turkish educational inspection system?
- 3) What kind of problems do you face while inspecting schools and institutions?
- 4) What do you think about the organizational structure of Turkish educational inspection system?
- 5) What do you think about personnel rights of education inspectors?
- 6) What is your opinion about in-service training courses of education inspectors?
- 7) What do you expect from a new regulation concerning Turkish educational inspection system?
- 8) Do you think the new regulation concerning educational inspection system will address problems of current inspection system? Please explain.

APPENDIX B

Voluntary Participation Form

GÖNÜLLÜ KATILIM FORMU

Değerli Eğitim Denetmenleri,

Bu çalışma var olan ilköğretim teftiş sistemi ile ilgili düşüncelerinizi ortaya çıkarmak üzere yapılmıştır. Bu çalışmada başlıca amaç var olan teftiş sistemi ile ilgili problemlerin belirlenmesi ve eğitim denetmenlerinin yeni bir teftiş sisteminden beklentilerinin belirlenmesidir. Bu çalışma eğitim sisteminin en önemli unsurlarından biri olan eğitim denetiminin amacına hizmet etmesi için sistemde ne gibi değişimler yapılması gerektiği konusunda fikir vermeyi ve eğitim denetmenlerinin mesleki tatminlerinin artması için ne gibi düzenlemeler yapılması gerektiğini belirlemeyi hedeflemektedir. Bu çalışmada mesai saatleri süresince gönüllü eğitim denetmenleri ile bir saat içinde sekiz sorudan oluşan görüşmeler yapılacaktır ve denetmenlerin izni alındığı takdirde görüşmeler veri analizi için kaydedilecektir. Bu veriler kesinlikle amacı dışında kullanılmayacak ve katılımcıların isimleri gizli tutulacaktır. Çalışmaya katılmak istemeyen ve ya sonradan çalışmadan çekilmek isteyen eğitim denetmenleri olumsuz hiçbir sonuçla karşılaşmayacaktır ve bu belgeyi imzaladığınız takdirde imzalanan gönüllü katılım formu hiçbir şekilde sağlayacağımız diğer bilgilerle eşleştirilmeyecektir. Gönüllülük esasına dayanan bu çalışmaya zaman ayırdığınız için teşekkür ederim.

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IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Yönetimi ve Planlaması Bölümü öğrencisi Mücella Avcil'in "A Qualitative Study on the Perceptions of Education Inspectors Before the Revelation Process of Educational Inspection System in Turkey." isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

13/11/2013

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APPENDIX C

TURKISH SUMMARY

GİRİŞ

Teftiş eğitim sisteminin önemli bir bileşenidir ve eğitimin kalitesinin arttırılmasında önemli bir role sahiptir. Türkiye’de teftiş sisteminin etkili bir şekilde işleyebilmesi için sistemde değişikliklere ihtiyacı vardır. Aydın (2009) teftiş sisteminin değişmesinin gerekliliği üzerinde durmuş ve teftişin sonuç odaklı değil, süreç odaklı olması; kontrol etmeye değil ancak geliştirmeye dayalı olması gerektiğini vurgulamıştır. Kocabaş ve Demir (2009) şu anki teftiş sisteminin nesnel ölçütlerden yoksun olduğunu, eğitim denetmenleri arasında tutarsız uygulamalar bulunduğunu ve teftiş sonuçlarının teftiş edilen kişilerin performans gelişimlerine katkıda bulunmadığını belirtmişlerdir. Karapınar (2009) eğitim denetmenlerinin ağır iş yükleri nedeniyle teftiş rollerini yeterince yerine getiremediklerini ifade etmişlerdir. İl İdaresi Kanunu’na göre (1949) vali denetmenleri farklı alanlarda görevlendirme yetkisine sahiptir ve denetmenlerin İl Milli Eğitim Müdürlüklerine ve valiye bağlı olarak çalışması sıkıntılara yol açmaktadır (Kayıkçı & Şarлак, 2013).

Teftiş sistemi eğitim denetmenlerinin çalışma koşulları açısından birçok probleme sahiptir. Yapılan bir çalışmanın sonuçlarına göre katılımcıların %36’sı teftiş sisteminin amaçlarına ulaşmadığını ve %87’si denetmenlere verilen hizmet içi kurslarının amacına hizmet etmediğini ortaya koymuştur (Şahin, Çek & Zeytin, 2011a). Ayrıca denetmenler mesleklerinde beklentilerinin karşılanmadığına bağlı olarak yüksek düzeyde duygusal tükenmişlik yaşamaktadır (Polat, 2010; Polat & Uğurlu, 2009). Başka bir çalışmada eğitim denetmenlerinin ve bakanlık müfettişlerinin mesleki tatminleri karşılaştırılmıştır ve eğitim denetmenlerinin çalışma koşulları, insan ilişkileri, ekonomik imkânlar ve örgütsel yapı gibi pek çok

boyutta bakanlık müfettişlerine göre düşük düzeyde mesleki tatmin duydukları belirlenmiştir (Kayıkçı, 2005). Dağlı (2006) eğitim denetmenlerinin karşılaştıkları sorunlardan en önemlisini sosyo ekonomik yetersizlikler olarak belirlemiştir.

Buraya kadar teftiş sistemindeki sorunlar özetlenmiştir ve teftiş sisteminin örgütsel yapı, teftiş süreci, yönetmelikler, denetmenlerin görev tanımı ve özlük hakları gibi konularda pek çok sorunu olduğu vurgulanmıştır. Bu sebeple teftiş sistemi amacına hizmet etmemektedir ve sistemin yeniden yapılanması gerekmektedir.

Araştırmanın Amacı: Bu nitel çalışmanın amacı eğitim denetmenlerinin varolan teftiş sistemi ile ilgili algılarını ortaya çıkartmak ve yeni bir teftiş sisteminden beklentilerini belirlemektir. Yakında teftiş sisteminde değişiklikler yapılacaktır ve içinde bulunduğumuz zaman şimdiki teftiş sisteminin sorunları ortaya çıkartmak, sistem hakkında neler düşünüldüğünü ve yeni sistemden neler beklendiğini belirlemek için elverişli bir zamandır. Yeni teftiş sistemi yürürlüğe girmeden önce, şimdiki teftiş sisteminin sorunlarını belirlemek önemlidir. Ayrıca, bu çalışma eğitim denetmenlerinin yeni sistemin sorunlara çözümler getirip getirmeyeceğine ve beklentilerini karşılayıp karşılamayacağına dair inançlarını belirlemeyi hedeflemektedir. Bunun yanında, bu çalışma yeni sistem yürürlüğe girdikten sonra sorunların çözüme kavuşup kavuşmadığını ortaya koyacaktır.

Bu durum çalışması gelişmekte olan şehirlerde çalışan eğitim denetmenlerinin gelişmiş şehirlerde çalışan denetmenlerin yaşadığı sorunlardan daha farklı sorunları olabileceği için, gelişmekte olan şehirlerde çalışan denetmenlerin sorunlarına dikkati çekmeyi de amaçlamaktadır. Bu durum çalışmasında konu ile ilgili bütünsel bir bakış açısına ulaşmak için aynı ilde çalışan eğitim denetmenlerinin hemen hemen tümü çalışmaya dahil edilmiştir. Çalışmada gizlilik ile ilgili önlemleri almak için ilin ismi açıklanmamış olup, bu ilin ismi “D İli” olarak kodlanmıştır. D ili ortalama nüfus ve sosyo-ekonomik düzeye sahiptir, bir geçiş noktasında bulunmaktadır ve bu özellikleri ile diğer gelişmekte olan şehirleri temsil edebileceği düşünülmektedir.

Bu çalışma belirlenen amaçlar doğrultusunda aşağıdaki araştırma sorularına cevap aramaktadır:

Araştırma Soruları:

1. Eğitim denetmenleri varolan teftiş sisteminini nasıl değerlendirmektedir?
2. Eğitim denetmenleri yeni bir teftiş sisteminden neler beklemektedir?

YÖNTEM

Nitel araştırma yöntemi katılımcıların görüşleri doğrultusunda araştırmacıya olaylar ile ilgili derinlemesine bakış açısı sağlar (Fraenkel & Wallen, 2006) ve bu özelliği düşünüldüğünde bu çalışma için en elverişli yöntem olduğu söylenebilir. Bu çalışma nitel bir durum çalışmasıdır. Gerring (2004)' e göre durum çalışması belirli bir durumu ayrıntılı olarak inceleyerek benzer durumları anlamaya yardımcı olur. Ayrıca durum çalışması güncel bir olguyu kendi gerçek yaşam çerçevesi içinde ele alan bir yöntemdir (Yıldırım & Şimşek, 2013, pp. 313) ve D İli'nde çalışan eğitim denetmenlerinin sorunlarını onların çalışma ortamlarında inceleyerek tespit edebilmek açısından bu çalışma için uygun araştırma desenidir.

Çalışma Grubu: Bu araştırmanın çalışma grubunu D İli'nde çalışan 14 eğitim denetmeni oluşturmaktadır. Katılımcıların tümü erkektir ve en az 4 yıl denetmen olarak tecrübeye sahiptir. Veriler D İli'ndeki İl Eğitim Denetmenleri Başkanlığı'nda mesai saatleri içerisinde toplanmıştır. Çalışmaya gönüllü eğitim denetmenleri katılmıştır.

Veri Toplama Aracı: Bu çalışmada veri toplama aracı olarak 8 sorudan oluşan yarı-yapılandırılmış görüşme tekniği uygulanmıştır. Görüşme soruları araştırmacı tarafından belirlenmiştir. Veriler 11 Nisan 2014 ve 30 Nisan 2014 tarihleri arasında toplanmıştır ve görüşmeler ortalama 1 saat kadar sürmüştür. Görüşmeler katılımcıların izinleri alındıktan sonra kaydedilmiştir ve görüşme süresince araştırmacı tarafından not alınmıştır. Alınan notlar görüşme bittikten sonra katılımcılarla paylaşılmıştır, böylece araştırmanın güvenilirliğini arttırmaya yönelik tedbirler alınmıştır. Ayrıca veriler analiz edilirken geçerlik ve güvenilirliği sağlamak için çeşitleme (triangulation) yapılmıştır ve çoklu veri kaynağı olarak eğitim

denetmenleri ile görüşmeler, denetmenlerin yöneticileri ile görüşmeler ve resmi dokümanlar kullanılmıştır. Bunların dışında, çalışma bulguları 2 katılımcı ile paylaşılmıştır ve olumlu geri bildirim alınmıştır.

Verilerin Analizi: Nitel araştırma verileri dört aşamada analiz edilir: (1) Verilerin kodlanması, (2) temaların belirlenmesi, (3) kodların ve temaların düzenlenmesi (4) bulguların tanımlanması ve yorumlanması (Yıldırım & Şimşek, 2013). Bu çalışmada veriler anlamlı bölümlere ayrılarak kodlanmıştır, ardından temalar belirlenmiştir. Durum çalışmasında gereksiz bilgilerin elenmesi için alt problemler belirlemek önemlidir (Yıldırım & Şimşek, 2013) ve bu çalışmada verilerin anlaşılabilir bir şekilde okuyucuya sunulması için araştırmacı tarafından alt problemler belirlenmiştir. Bu alt problemler örgütsel yapı, yönetmelikler, özlük hakları, teftiş süreci ve hizmet içi eğitimleri olarak belirlenmiştir. Temaların oluşturulmasından sonra betimsel analiz yapılmıştır. Betimsel analiz, verileri düzenlenmiş ve yorumlanmış bir şekilde okuyucuya sunmayı amaçlar (Yıldırım & Şimşek, 2013). Betimsel analiz sonrasında ise veriler tümevarımsal bir biçimde tanımlanmış ve yorumlanmıştır. Nitel veri analizinde, araştırmacı olgu hakkında farkındalık sahibi olmalıdır ve verilerin yorumlanmasında araştırmacının özneselliği önemli etkiye sahiptir (Taylor & Wallace, 2007). Dolayısıyla bu nitel araştırmada da araştırmacı verilerin yorumlanması boyunca yorumlarına ve öznel bakış açısına geniş yer vermiştir. Ayrıca, nitel veri analizinde, katılımcılardan alıntılar almak verilerin sistematik ve anlaşılır bir şekilde yorumlanması için gereklidir (Yıldırım & Şimşek, 2013). Bu sebeple, araştırmacı konu ile ilgili bütünsel bir bakış açısına ulaşmak için sıklıkla katılımcılara atıfta bulunmuştur.

Veri analizinde bulguların sağlamasını yapmak için üç farklı kaynaktan veriler edinilmiştir, (1) eğitim denetmenleri ile görüşmeler, (2) teftiş kurulu başkanı ve başkan yardımcısı ile görüşmeler, (3) ilgili kanun ve yönetmelikler. Bu çalışmada doküman incelenmesi süresince, 27974 sayılı Milli Eğitim Bakanlığı Eğitim Müfettişleri Başkanlığı Yönetmeliği (MEB, 2011a) ve 29009 sayılı Milli Eğitim Bakanlığı, Rehberlik ve Denetim Başkanlığı ile Maarif Müfettişleri Başkanlığı Yönetmeliği (MEB, 2014) karşılaştırılmıştır. Ayrıca, 652 sayılı Kanun Hükmünde Kararname (MEB, 2011b), Temel Eğitim Kanunu (MEB, 1961), 21717 sayılı Milli

Eđitim Bakanlıđı Teftiř Kurulu Yönetmeliđi, 22161 sayılı Hizmet İçi Eđitim Yönetmeliđi de incelenmiřtir. 5442 numaralı İl İdaresi Kanunu (1949), İ Denetilerin alıřma Usul ve Esasları Hakkında Yönetmelik (İ İřleri Bakanlıđı, 2006) ve Kamu Görevlilerinin Mali Haklarının Düzenlenmesi Amacıyla Bazı Kanun ve Kanun Hükmünde Kararnelerde Deđiřiklik Yapılmasına Dair 666 Numaralı Kanun Hükmünde Kararname (Maliye Bakanlıđı, 2006) gibi diđer kanun ve yönetmeliklerden de yararlanılmıřtır. Yönetmeliklere, Türkiye Cumhuriyeti Resmi Gazete internet sayfasından ulařılmıřtır.

BULGULAR

Bu nitel alıřmada temalar (1) örgütsel yapı, (2) yönetmelikler, (3) teftiř süreci, (4) özlük hakları ve (5) hizmet ii eđitimler alt problemleri etrafında belirlenmiř ve “Eđitim denetmenleri varolan teftiř sisteminini nasıl deđerlendirmektedir?” arařtırma sorusuna cevap vermek amacıyla yorumlanmıřtır. Bu alt problemlerin yanı sıra diđer temalar eđitim denetmenlerinin yeni bir teftiř sisteminden beklentileri konusunda belirlenmiřtir ve böylelikle “Eđitim denetmenleri yeni bir teftiř sisteminden neler beklemektedir?” arařtırma sorusunu cevaplamak amaçlanmıřtır.

Örgütsel yapı ile ilgili temalar “yerel yapı”, “ü bařlı denetim sistemi” ve “görev karmařası” olarak belirlenmiřtir. Verilere göre 12 katılımcı yerel yapıyı sorun olarak tanımlamıřtır. Bulgulara göre, yerel yapı eđitim denetmenlerinin objektif karar verememeleri, mesleki güvenceye sahip olamamaları, teftiř süresince yerel yöneticilerin yönlendirmelerine ve politik baskıya maruz kalmaları gibi problemlere sebep olmaktadır. Geçmiř alıřmalar yerel yapının teftiř sisteminde sorunlara yol açtıđını desteklemektedir (Beyhan, 2009; Dađlı 2006; Kayıkı & řarлак 2013; Özmen & řahin, 2010; řahin, ek & Zeytin 2011a). Bazı alıřmalar, denetmenlerin teftiř ve soruřturmalar sırasında yerel siyasetilerin baskılarıyla (Beyhan, 2009; Özmen & řahin, 2010) ve amirlerinin yönlendirmeleriyle (řahin, ek & Zeytin, 2011a) karřı karřıya kaldıklarını ortaya koymuřtur.

27974 numaralı yönetmeliđin 55/a maddesi (MEB, 2011b), 652 sayılı Kanun Hükmünde Kararnenin 30/3 maddesi (MEB, 2011b) ve 29009 numaralı yeni yönetmeliđin 44/1 maddesine göre (MEB, 2014) eđitim denetmenleri İl Milli Eđitim

Müdürlüklerine bağlı olarak görevlerini sürdürmektedir. Bu resmi belgeler teftiş sisteminin yerel bir yapıda olduğunu doğrulamaktadır.

Üç başlı teftiş sistemi örgütsel yapı ile ilgili diğer bir tema olup, altı katılımcı tarafından sorun olarak tanımlanmıştır. Teftiş sistemi eğitim denetmenleri, bakanlık müfettişleri ve iç denetçilerinden oluşan üçlü bir yapıya sahiptir (MEB, 2011a; MEB, 1993 & İç İşleri Bakanlığı, 2006). Araştırma bulgularına göre, üç başlı denetim sistemi, farklı müfettiş gruplarının farklı özlük haklarına sahip olmaları nedeniyle sorunlara yol açmaktadır. Bu sonuçlar diğer çalışmalarla örtüşmektedir (Ergü, 1998; Kayıkçı, 2005; Kayıkçı, 2010; Kayıkçı & Şarlak, 2013). Verilere göre bakanlık müfettişlerinin eğitim müfettişlerine göre daha üstün özlük haklarına sahip olmaları önemli bir problem olarak belirlenmiştir. Bu durum pek çok çalışma ile aynı doğrultudadır (Altun & Memişoğlu, 2010; Kayıkçı, 2005; Özdemir & Özan, 2013; Şahin, Çek & Zeytin, 2011a; Turan, 2009). Ayrıca üç başlı denetim sistemi farklı müfettiş grupları arasında görev karışıklığı ve yetki karmaşasına neden olmaktadır. Bu duruma liselerin teftişi örnek olarak verilebilir. Liselerin teftiş, 652 numaralı Kanun Hükmünde Kararname ile eğitim denetmenlerine verilmiş olsa da; bu araştırmanın bulgularına göre bakanlık müfettişleri de liselerle ilgili görevlendirilebilmekte ve bu durum yetki karmaşasına sebep olmaktadır.

“Yönetmelikler” alt problemi ile ilgili belirlenen temalar ise “ağır iş yükü ve geniş görev alanı”, “yönetmeliklerin güncel olmayışı”, “görev tanımının belirsiz oluşu”, “denetmenlerin birbiriyle çatışan roller sürdürmek zorunda oluşu”, “ünvan değişiklikleri” ve “zorunlu rotasyon” olarak belirlenmiştir.

Bu çalışmanın sonucuna göre sekiz eğitim denetmeni “ağır iş yükü ve geniş görev alanı” sorunu üzerinde durmuştur. Bu bulgu diğer çalışma sonuçlarını desteklemektedir (Aküzüm & Özmen, 2013; Kayıkçı & Şarlak, 2013; Sabancı & Şahin, 2007, Terzi, 1996; Şahin, Çek, & Zeytin, 2011a). 652 numaralı Kanun Hükmünde Kararname'nin 6. maddesinde eğitim denetmenlerinin sorumlu olduğu hizmet birimleri belirlenmiştir ve denetmenler ondokuz farklı hizmet birimini teftiş etmekle sorumludurlar (MEB, 2011b). Bu görevlere ek olarak yeni yönetmeliğin 46/i ve j maddelerine göre eğitim denetmenleri, İl Milli Eğitim Müdürünce verilen diğer görevleri yapmak ve mevzuatla verilen diğer görevleri yapmakla yükümlüdürler (MEB, 2014). Bu resmi belgeler eğitim denetmenlerinin ağır iş yükleri ve geniş

görev alanları olduğunu ve görev alanlarının belirsizliğini kanıtlamaktadır. Çalışmanın bulgularına göre, eğitim denetmenleri ağır iş yükleri nedeniyle asli görevleri olan rehberlik ve iş başında yetiştirme görevlerini tam olarak yerine getirememektedir. Bu sonuç diğer çalışma sonuçları ile tutarlıdır (Akbaba, 2011; Dağlı, 2006; Kayıkçı & Şarлак, 2013; Terzi, 1996).

Yönetmelikler alt probleminde belirlenen bir diğer tema ise “yönetmeliklerin güncel olmayışı”dır. Yedi katılımcı bu konu üzerinde durmuştur. Özmen ve Şahin (2010)’in çalışması bu sonucu desteklemektedir ve bu çalışmada da yönetmeliklerle ilgili en önemli problemlerden biri yönetmeliklerin güncel olmayışı olarak belirlenmiştir.

Yönetmelikle ilgili temalardan bir diğeri “ünvan değişimleri”dir. Eğitim denetmenlerinin ünvanı 2011 yılından beri üç defa değişmiştir (MEB, 2011a; MEB 2011b & MEB 2014). 27974 numaralı yönetmelikte “eğitim müfettişi” olarak belirlenen ünvan, 652 sayılı Kanun Hükmünde Kararname ile “eğitim denetmeni”; yeni yönetmelikte ise “Maarif Müfettişi” olarak değişmiştir. “Eğitim denetmeni” ünvanı “eşit işe eşit ücret” ilkesine göre eğitim denetmenlerinin haklarında kayıplara neden olduğu için denetmenler tarafından hoşnutsuzlukla karşılanmıştı (Özan & Özdemir, 2013). Şu anki çalışmanın sonuçları da bu durumu desteklemektedir ve eğitim denetmenleri müfettişlik ünvanını almak istemektelerdi. Yeni yönetmelikte bakanlık müfettişleri ve eğitim denetmenleri İl Milli Eğitim Müdürlükleri bünyesinde birleşmiştir ve müfettişlerin ünvanı “Maarif Müfettişi” olarak değişmiştir ancak bu değişim özlük haklarında gelişmeye olanak sağlamamıştır; yönetmelikte yer alan 3. geçici maddede belirtilen hükümlere göre tüm müfettişlerin birleşmeden önceki hakları korunmuştur (MEB, 2014). Sonuç olarak, yeni sistemde farklı özlük hakları bulunan müfettişler aynı ünvanla ve aynı kuruma bağlı olarak çalışmaya başlamışlardır.

Yönetmeliklerle ilgili son tema ise “zorunlu rotasyon” olarak belirlenmiştir. Çalışmanın sonuçları, zorunlu rotasyon ile D İli’ne gelen eğitim denetmenlerinin sorunlar yaşadığını ortaya koymuştur. Kayıkçı ve Şarлак (2013)’a göre denetmenlerin aynı ilde uzun süre çalışmaları objektif karar vermelerini olumsuz etkilediğini vurgulamış olsa da, rotasyon sonucunda denetmenlerin uyum sorunları yaşayabileceği düşünülmelidir, bu gibi değişiklikler yapılmadan önce olası sorunlara

karşı önlemler alınmalı ve bu gibi kararlar alınırken eğitim denetmenleri de karar verme sürecine dahil edilmelidirler. Arlı (2013) rotasyonun eğitim denetmenleri için sosyal, duygusal, kültürel, ailesel ya da motivasyonla ilgili problemlere yol açabileceğini belirtmiştir, bu sonuçlar şu anki çalışmanın sonuçları ile tutarlıdır.

Teftiş süreci alt problem ile ilgili olarak belirlenen temalar ise “öğretmen ve okul idarecilerinin sık değişmesi”, “öğretmen yetersizlikleri”, “ücretli öğretmenler”, “öğretmenlerin müfettişlere karşı önyargıları” ve “okulların teftişte belirlenen eksiklikleri gidermemesi” olarak belirlenmiştir. Yedi katılımcı “öğretmen ve okul idarecilerinin sık değişmesi teması üzerinde durmuşlardır. Verilere göre, gelişmekte olan şehirlerden biri olan D İli öğretmenlerin ve idarecilerinin hızlı değişmesine maruz kalmaktadır. Araştırma sonuçlarına göre bu durum teftişte sürekliliğin sağlanamaması ve teftişin etkinliğinin azalmasına neden olmaktadır. Aydın (2011) teftişte sürekliliğin önemini üzerinde durmuştur ve teftişte öğretmenlerin mesleki gelişimlerinin sürekli takip edilmesinin gerekli olduğunu vurgulamıştır.

Özlük hakları alt problem ile ilgili olarak “eğitim denetmenleri ve bakanlık müfettişlerinin özlük hakları arasındaki farklılıklar”, “yetersiz özlük hakları” ve “düşük düzeyde motivasyon ve mesleki tatmin” temaları belirlenmiştir. Verilere göre onbir katılımcı eğitim denetmenleri ve bakanlık müfettişlerinin özlük hakları arasındaki farklılıkları sorun olarak tanımlamıştır. Bu sonuç diğer çalışmalarla desteklenmektedir (Özdemir & Özan, 2013; Turan, 2009; Uslu, 2013).

Hizmet içi eğitimler alt problemi ile ilgili belirlenen temalar ise “hizmet içi eğitim kurslarının yetersizliği”, “hizmet içi eğitimlerin güncel konuları içermediği” ve “hizmet içi eğitimlerin denetmenlerin ihtiyacını karşılamadığı” olarak belirlenmiştir. Verilere göre onbir katılımcı hizmet içi eğitim kurslarının yetersiz olduğunu ifade etmiştir. Bu sonuç diğer çalışmalarla örtüşmektedir (Ovalı; 2010; Söbü; 2005; Şahin, Çek & zeytin, 2011b).

Eğitim denetmenlerinin yeni teftiş sisteminden beklentileri ise görev tanımının belirli olması, denetmenler arasında branşlaşma olması, sınıf denetimi yapmamak, Bakanlık’a bağlı olmak, bakanlık müfettişleri ile Bakanlık bünyesinde birleşmek ve bakanlık müfettişleri ile aynı özlük haklarına sahip olmak olarak belirlenmiştir.

Buraya kadar arařtırmada edinilen bulgular gözler önüne serilmiřtir. Bir sonraki bölümde ise bulgular yorumlanıp tartiřılacaktır.

TARTIřMA

Bu çalıřma eğitim denetmenlerinin önceki teftiř sistemi ile ilgili düşüncelerini, yeni bir sistemden beklentilerini ve yeni teftiř sisteminin sorunlara çözümler getirip getirmediđi ve denetmenlerin beklentilerinin karřılayıp karřılamadıđını açığa çıkarmak amacıyla yapılmıřtır. Çalıřma sonuçlarına göre önceki sistemin temel problemleri teftiř sisteminin yerel yapısı, üç bařlı denetim sistemi, ağır iř yükü ve geniř görev alanı, görev tanımının belirsiz oluřu, ünvan deđiřimleri, eğitim denetmenleri ve bakanlık müfettiřlerinin özlük hakları arasındaki farklılıklar ve hizmet içi kurslarının yetersizliđi olarak belirlenmiřtir. Yeni teftiř sisteminde bakanlık müfettiřleri ile eğitim denetmenleri Milli Eğitim Müdürlükleri bünyesinde birleřmiřtir, sınıf denetimi kalkmıřtır ve müfettiřlerin ünvanı “Maarif Müfettiři” olarak deđiřmiřtir (MEB, 2014). Bunun dıřında görev tanımının belirsizliđi, yerel yapı ve özlük haklarındaki sorunlarda bir gelişme olmamıřtır. Arařtırma sonuçlarına göre eğitim denetmenleri yerel yönetime yetkilerin dađıtıldıđı bir sistemden öte, merkezi bir sistem istemektedirler. ABD, Fransa, Kanada gibi pek çok ülkede yetkilerin dađıtıldıđı bir eğitim sistemine yönelim vardır (Lunenberg & Ornstein, 2012). Yetkilerin dađıtılması çalıřanlara özerklik tanır, onların karar verme ve problem çözüme yeteneklerini geliştirir ve çalıřanlar arasında rekabeti tetikleyerek örgütsel verimi arttırır (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). Diđer taraftan yetkilerin dađıtılması örgüt içinde kontrolü sađlamının zorlařmasına neden olur ve her özerk birim için gereken finansal kaynařın artmasını gerektirir (Gibson, Ivancevich, DonnellyJr & Konopaske, 2011). Türkiye’de teftiř sistemi İl Milli Eğitim Müdürlüklerine bađlıdır ve merkezden kopuktur. Eğitim sisteminde dikey bir yapılanma ve güçlü bir emir komuta zinciri olduđu söylenebilir. Bu durum, örgüt içerisinde yetkilerin dađıtılmasının sađlayacađı faydaları azaltabilir. Ayrıca, il bünyesindeki örgütsel yapıyı düşündüğümüzde, il örgütünün kendi bünyesinde merkezi bir yapıda olduđu söylenebilir ve bu durum eğitim denetmenlerinin bađımsız karar vermelerini engellemektedir. Ayrıca yerel yapı, bazı durumlarda politik baskılara açık olabilmektedir ve bu da denetmenlerin karar verme sürecinde

yönlendirmelere maruz kalabileceklerini göstermektedir. Eğitim denetmenlerinin bu nedenlerden ötürü merkezi bir teftiş sistemi istiyor olmaları düşünülebilir. Ayrıca önceki sistemde bakanlık müfettişlerinin merkeze bağlı olarak eğitim müfettişlerine göre daha özerk çalışmaları ve daha üstün özlük haklarına sahip olmaları, denetmenlerin merkezi bir sistem istemelerinin bir diğer nedeni olabilir.

Yeni teftiş sisteminde, görev alanının daraltılması, ünvan değişikliği ve müfettişlerin birleşmesi gibi bazı olumlu gelişmeler olduysa da, pek çok problem devam etmektedir ve yeni teftiş sisteminin denetmenlerin en önemli beklentilerini karşılamadığı söylenebilir. Yapılan değişiklikler daha çok yüzeysel olup, sorunlara köklü çözümler getirmemiştir. Baker, Micheals ve Preston (1975) devlet tarafından sistemde değişiklik yapılırken izlenmesi gereken adımları belirlemiştir ve bu gibi değişikliklerde hedef kitlenin ihtiyaçlarını tanımlamanın önemini vurgulamışlardır. Boulanger ve Brechet (2005) sürdürülebilir gelişim için sistemlerde değişiklikler yapılırken karar verme sürecinde çoğulculuğun esas alınmasının ve sistem değişikliğinden etkilenecek her bireyin tercihlerinin, beklentilerinin ve inançlarının göz önünde bulundurulması gerektiğinin altını çizmişlerdir. Ancak teftiş sisteminde değişiklikler yapılırken eğitim denetmenlerinin ihtiyaçları gözönünde bulundurulmamıştır ve denetmenler karar verme sürecine dahil edilmemiştir. Bu sonuç başka çalışmalarla da desteklenmektedir (Arlı, 2013; Uslu, 2013). Bu sonuçlar göz önüne alındığında, teftiş sisteminde yapılan değişikliklerin etkili olmadığı söylenebilir. Ayrıca, bu çalışmanın sonuçlarına göre katılımcıların on ikisi yeni sistemin sorunlara çözümler getirmeyeceğini, sistemin daha kötüye gidebileceğini belirtmiştir. Bu durum eğitim denetmenlerinin sistemde yapılan değişikliklere inançlarının hayli zayıf olduğunu göstermektedir. Bu durumun bir diğer nedeni geçmişte yapılan değişimlerin denetmenleri memnun etmemiş olması olabilir. 27974 sayılı yönetmelikle getirilen zorunlu rotasyon (Arlı, 2013) ve 652 sayılı Kanun Hükmünde Kararname ile müfettişlere “denetmen” ünvanının verilmesi (Özdemir & Özcan, 2013) müfettişleri memnun etmeyen değişikliklere örnek olarak verilebilir.

Ayrıca, bu durum çalışması gelişmekte olan şehirlerde çalışan denetmenlerin sorunlarına dikkat çekmeyi hedeflemiştir ve çalışmanın sonuçlarına göre öğretmenlerin ve okul yöneticilerinin sık değişmesi, çalışanlar arasında gayri resmi ilişkiler gelişmesi, yerel yöneticiler ve denetmenler üzerinde politik baskı olması ve

soruşturmalar esnasında yerel yöneticilerin denetmenlere yönlendirmede bulunmaları daha çok gelişmekte olan şehirlere özgü problemler olabilir. Bu bulgu diğer çalışmalarla örtüşmektedir (Kayıkçı & Şarlak, 2013; Gümüş & Karabıyık, 1997; Tok, 2007).

Bu çalışmada geçerlik ve güvenilirliği arttırmak için sonuçlar iki katılımcı ile paylaşılmıştır ve yeni sistemde ders teftişi yapmamanın iş yükünü azaltmasının yanında öğretmenlerle iletişimi sınırlandırdığı ve öğretmenlere rehberlik yapmayı zorlaştırdığı belirtilmiştir.

Çalışmada edinilen bulgular doğrultusunda şu önerilerde bulunulabilir:

1. Aynı ünvanla ve aynı kuruma bağlı olarak çalışan müfettişlerin farklı özlük haklarına sahip olması çalışma barışını bozabilir bu yüzden tüm müfettişler eşit özlük haklarına sahip olmalıdırlar.
2. Müfettişlerin İl Milli Eğitim Müdürlüklerine bağlı olması objektif karar verme sürecini olumsuz etkilemektedir, müfettişlere mesleki güvence sağlanmalıdır ve müfettişler daha özerk ve bağımsız bir şekilde görevlerini sürdürmelidirler.
3. Müfettişlerin rehberlik ve soruşturma görevleri birbiriyle çelişmektedir, müfettişler daha önce soruşturmalarını yaptığı kurum çalışanlarına rehberlik etmek durumunda kalmaktadır. Bu sebeple, müfettişlerin soruşturma alanları daraltılmalı, ya da müfettişler arasında branşlaşma olmalıdır, rehberlik- iş başında yetiştirme ya da inceleme-soruşturma görevleri birbirinden ayrılmalıdır.
4. Sınıf teftişinin kalkması ile her ne kadar müfettişlerin iş yükü azalsa da, halen çok sayıda farklı kurumu teftiş etmekteledir ve İl Milli Eğitim Müdürlerince verilen diğer görevleri de yapmakla yükümlüdür. Bu durum görev tanımını belirsiz ve anlaşılmaz yapmaktadır. Müfettişlerin görev tanımı daha belirgin hale getirilmeli ve müfettişlere amirleri tarafından iş planlarını bozacak ani ve beklenmedik görevler verilmemelidir.
5. Müfettişleri ilgilendiren kararlar alınırken, onlar da karar verme sürecine dahil edilmelilerdir ve böyle değişiklikler yapılırken müfettişlerin de ihtiyaçları ve beklentileri göz önünde bulundurulmalıdır.

6. Hizmet içi eğitimler düzenlenmeli, müfettişlerin ihtiyaç duydukları konularda ve yeterli sayı ve nitelikte eğitimler sağlanmalıdır. Kurslar birbirine benzer konulardansa güncel konuları içermelidir.
7. Gelişmekte olan şehirlerdeki sık öğretmen ve idareci değişimi hem eğitim sistemine zarar vermekte hem de teftişin etkililiğini azaltmaktadır. Bu sebeple gelişmekte olan şehirler, çalışanlar için cazip hale getirilmelidir ve çalışanların uzun süre aynı ilde ikamet etmeleri sağlanmalıdır.

APPENDIX D

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Avcil-Uyar
Adı : Mücella
Bölümü : Educational Administration and Planning

TEZİN ADI (İngilizce) : THE PERCEPTIONS OF EDUCATION INSPECTORS ABOUT THE CURRENT INSPECTION SYSTEM AND EXPECTATIONS OF EDUCATION INSPECTORS FROM A NEW INSPECTION SYSTEM: A CASE STUDY

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınmaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: