

Analysing the Guiding Roles of Inspectors: Perspectives of School Administrators

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Abstract: This study intends to demonstrate the opinions of school administrators consist of principal, senior assistants and inspectors working in primary schools on the guidance roles. Inspections improve the quality of education; hence, inspectors need to concentrate on assessment and other functions. The study aims to emphasize the value given to the career guidance role and increase its frequency. In that regard, the descriptive research technique reveals their opinions on the subject. The research study group consists of 20 school administrators working in primary education institutions in the 2019-2020 academic year. The data were collected using a semi-structured interview form with open-ended questions. The findings obtained from the content analysis application showed that generally, the inspectors' approach to teachers is tolerant, respectful, and moderate; teachers also revealed their expectations that schools should be inspected more frequently by their inspectors. In addition, it is seen that school administrators, whose expectations are limited in terms of vocational guidance, are expected to be more focused on guiding than supervising, share the innovations in education and make constructive criticism.

Keywords: Education Supervision, Inspector, School Administrators, Vocational guidance.

1. Introduction

When the resources and education systems of the countries are used efficiently, it is inevitable to raise individuals with the necessary qualifications. Determining the level of fulfillment of the goals and objectives put forward in the system makes it necessary to take better measures by allowing the results' development (Aydın, 2000). It is known that supervision is an essential factor that increases the quality of education while increasing the functionality and efficiency of the institutions (Vanhoof & Petegem, 2007). In the literature, the concept of supervision has changed over time. When supervising first met literature, students had to behave based on the laws and regulations. Thus, it was aimed for teachers to recognize their mistakes in the classroom (Can & Gündüz, 2018). However, in this period, while the inspectors gave importance to only controlling, it was seen that scientific understanding was developed between 1920-1930 by scientists and experts. While this understanding shows that the

predetermined goals and objectives are achieved through teachers, when it comes to the years of 1930-1950, it has revealed that instead of the existing autocratic and rigid system, a more democratic and collaborative system has been adopted in some developed countries. Whereas, when we look at the years 1950-1970, with the spread of democratic understanding, school inspectors adopted the concept of leadership. It has been observed that they reflect this on their relationships with teachers. It is seen that contemporary educational supervision applied in today's period both improves teacher-supervisor relations and that supervision in this process is based more on observation and strengthened with a tolerant, guiding, and leadership spirit. (Sabjan et al., 2021). For Demir (2020), the education manager must have an academic education in this field as well. Based on these explanations, the existing problems regarding the supervision dimension of education should be determined, and it should be developed and renewed in line with the needs in time. Thus, it may be possible to transition to a more democratic, innovative, student-centered, and learning-oriented system rather than the existing autocratic system. Many factors are thought to play a role in the realization of the aims of the education system. One of the factors consists of the guidance and supervision services subsystem. The guidance and inspection system does not only affect the education and training processes in the school, it is also considered as a process that affects the goals of the school and the development of the school's own quality. (Ariffin et al., 2021).

In Northern Cyprus, the supervision is done in two different ways: institutions and during the course. While the institution supervision examines the school activities, the lesson supervision examines the teacher's activities in the classroom (Yeşil & Kış, 2015). It is thought that teachers who contribute to sufficient human resources training should not be left alone in this process and should cooperate with inspectors. In short, it is considered extremely important for the inspectors to guide teachers and provide the transfer of experience and experience in order to use the supervision as a tool, not a goal (Beyoğlu, 2017).

The concept of vocational guidance describes the training activities at the highest level by directing individuals' efforts and efforts to their profession. Guiding is a process that experts assist in identifying individuals' abilities, developing a suitable role for them, and using their relationship with the environment to cope with problems. Considering that teaching is a profession that constantly develops and needs to change, it should be inevitable for inspectors to fulfill their duties effectively (Singh et al., 2020). It is thought that every teacher needs an inspector to guide and guide herself in the relevant subject while improving themselves. In this context, it should not be forgotten that inspectors can be a source of inspiration for teachers by guiding them (Abubakar, 2018).

When the inspector regulation on primary education is examined, it is thought that inspection and inspection duties are more important. However, due to time constraints and a small number of inspectors, the inspectors were unable to fulfill their duties of professional guidance and assistance to teachers (Korkmaz and Özdoğan 2005). This draws attention to the necessity of adopting a professional guidance role for teachers. However, inspectors should consist of people who are experts in their fields, sufficient and experienced (Wilcox, 2000: Özkan & Tokel, 2018).

Although there are many studies on inspection in Northern Cyprus, there are very few studies on inspector roles and guidance. Therefore, the importance of the guiding role was tried to be emphasized with this study. In this direction, it aims to get the opinions of school administrators about the guidance role of inspectors and answers were sought for the following questions:

1. What are the opinions of education staff on vocational guidance roles according to education staff, school management and teaching activities?
2. What are the opinions of school principals in primary education on the guidance roles of inspectors according to their professional seniority?
3. What are the opinions of school administrators in primary education on inspectors' guidance roles according to their gender?

More qualified, contemporary, and innovative teachers should be trained in order to raise generations with better qualifications and higher education levels. It is thought that this is only possible by carrying out more effective and systematic supervision. Therefore, it should be noted that the role of the supervisor is vital in the development of human resources, and it should be more guiding by developing the relationship between teacher and supervisor in line with this purpose (Aküzüm & Özmen, 2013). In this context, the development of teacher-supervisor relations and supervisors should

be one of the essential elements that are thought to adopt an influential guiding role and their other roles (Helmert & Ilchmann, 2019).

2. Method

Descriptive research, one of the general research types, is utilized as the primary method in the study. Descriptive research is preferred because it contributes to the transfer and description of the data without changing its state. This education method aims to determine the participants' views and attitudes (McMillan & Schumacher, 2006).

2.1. Research Group

This research comprises school administrators working under the primary schools in Northern Cyprus. In the second half of the 2019-2020 academic year, 20 primary school administrators working in 6 different districts, selected randomly, constitute a study group.

2.2. Data collection tool

In the study, semi-structured interview forms developed by the researchers were used as data collection tools. Semi-structured interview forms consist of questions prepared before the interview in order to collect more detailed data to solve the problem of the research (Yıldırım and Şimşek 2013). The semi-structured interview form prepared consists of two parts. In the first part, demographic (personal) information was given, and in the second part, open-ended questions for the research were included. In the personal information section, the gender, professional seniority, education level, and branch information of the managers are included. The second part includes seven open-ended questions developed in line with the purpose of the study. The prepared interview form was examined by several experts in the field. After the corrections were deemed appropriate in line with the expert opinions, the final form was created by editing the form to make the two questions more understandable. After obtaining the necessary permissions to conduct the study, efforts were made to simultaneously share the data electronically and collect it within a week. Participation in the research was provided on a voluntary basis.

2.3. Data analysis

Content analysis was used in the analysis of the data obtained in this study. The reason for choosing content analysis is that content analysis can ensure that the obtained data is divided into groups according to similar features. The data are divided into themes to make the data more understandable and simpler. (Yıldırım and Şimşek, 2013). In this context, school administrators' perceptions about the guidance roles of inspectors were determined, and the data obtained were summarized and categorized. The answers given by the participants were coded and gathered under a theme that was thought to express itself best. Direct quotations were made to describe some of the participants' views strikingly. The opinions conveyed were coded as K1, K2... K20.

2.4. Validity and Reliability

The researches must be valid and reliable. In this context, for the reliability of research, it is necessary to provide consistency over time (continuity), harmony between independent experts or scorers (rater consistency), and internal consistency (Baxter and Jack, 2008). The codings made to test the adequacy of the method were applied for internal and external validity. The transferability of the obtained results to similar groups was presented to the opinion of two academicians experienced in the field. Since different readers coded the codes at different times, necessary precautions (related literature and conceptual framework examination) were taken before the study.

3. Results and Discussion

Findings obtained in this part of the research are presented in tables by determining the themes and participation levels together with the percentages. The demographic information of the school administrators who contributed to the study is reported in Table 1. The Demographic information of 20 school administrators participating in the research data is given in Table 1. In the light of this information, it is observed that 13 of the school administrators are male, and seven are female. It is stated that 8 participants have 1-5 years of seniority, 6 participants with 6-10 years, and 6 participants with 11 years or more. When the education levels are examined, it is seen that most of the school administrators are bachelor graduates. Along with these, it is stated that 16 of the 20 school administrators participating in the study are principals, and 4 are assistant principals. Table 2 includes the opinions of school administrators about the interval and competence of inspectors while visiting schools.

Table 1. Demographic Information

Independent variables		Number of people (n)
Gender	<i>Female</i>	7
	Male	13
Seniority	1-5 years	8
	6-10 years	6
	11 year and more	6
Educational Level	Bachelor	16
	Master	3
	<i>PhD</i>	1
Branch	Vice-Principal	4
	School Principal	16
Total		20

When examining the table, considering the intervals of inspectors to visit schools, it is seen that they are gathered under four themes: "not visiting," "once a year," "2 or 3 times a year," and "4 times a year". It is stated that school administrators have the highest participation rate of 45%, "once a year," and "not enough" with 80% participation. Considering the opinions that think that they are not sufficient, K2 said, "*An inspector comes to our school once in the academic year. is not enough. However, considering the number of inspectors available, I think it is normal that they do not stop by us. and also, he mentioned the problem in the number of inspectors.*" It is seen that 40% participation is for the theme "2 or 3 times a year". On the other hand, one school principal stated that they were not visited with 5% participation, and two school principals were visited by inspectors four times a year with 10% participation. For this reason, school administrators stated that inspectors frequently visit schools once or 2-3 times a year, and this is not enough. According to the study conducted by Williams (2007), it coincides with the finding that inspectors do not allocate sufficient time for an inspection and they should allocate more time.

Table 2. School Visiting Range and Adequacy

Category	Theme	frequency (f)	Percent (%)
Inspector Visit Interval	Not visiting	1	5
	1 time per year	9	45
	2 or 3 times a year	8	40
	4 times a year	2	10
	Total	20	100
Adequacy of visits	Is enough	4	20
	Is not enough	16	80
	Total	20	100

Table 3 reports the opinions of the school administrators about the behavior of the inspectors during the inspection. It is seen that among the eight themes obtained in line with the opinions, the highest participation was the "guiding and enlightening" theme with 25% participation. Considering this situation, inspectors generally exhibit guiding and enlightening behaviors during inspections. In addition, with 20% participation, the inspectors' behavior during the inspection was found to be level and positive. When the table is continued to be examined, it is observed that each of the "constructive" and "positive, constructive and collaborative" themes has 15% participation. Two school administrators with 10% participation think that the inspectors are "moderate, tolerant and helpful" regarding their behavior during the inspection. Considering the "motivating", "good communication," and "encouraging" themes, it is observed that there is 5% participation in each of the three themes. K3 regarding this situation: "In recent years, I have observed that inspectors' behavior and communication during inspections are better." emphasized that there is an improvement in the behavior of the inspectors compared to the past. The study conducted by Mohammed (2015), coincides with the finding that supervisors' relations with teachers are mostly good. Table 4 includes the opinions of school administrators about the feedback given by inspectors after the inspection.

Table 3. Behaviors displayed during the Visit

Category	Theme	Frequency(f)	Percent (%)
Behaviours During The Supervision	Moderate, tolerant, and helpful	2	10
	Motivating	1	5
	There is good Communication	1	5
	Constructive	3	15
	Positive, constructive, and collaborative	3	15
	Guiding and enlightening	5	25
	Level and positive	4	20
	Encouraging	1	5
	Total	20	100

Table 4 was created in line with the participants' opinions about the feedback given by the inspectors after the supervision. The theme with the highest participation in the "constructive and developer" theme with 30%. Looking at the other themes in the table, it is stated that there is 20% participation each to the "positive and motivating" and "constructive and Incentive" themes, and 15% each to "instructive" and "need to be developed" themes. For this reason, while inspectors give feedback to the person they inspect, they aim to improve that person in a professional sense by affecting them in a good way. In the study of Wanga & Karagu, (1992), it was emphasized that teachers should be well motivated by the supervisors during the supervision, and they should be developed professionally by giving feedback.

Table 4. School administrators' opinions about the feedback given by the inspectors after the supervision

Category	Theme	Frequency(f)	Percent (%)
Post-supervision Feedback	Instructive	3	15
	Constructive and Developer	6	30
	Positive and Motivating	4	20
	Constructive and Incentive	4	20
	It needs to be improved	3	15
Total		20	100

Views on the exchange of ideas and information in Table 5 are concentrated under five themes. When the themes were examined, it was observed that the opinions of the inspectors were in the theme of "general situation of the school, employees, teacher needs and education policies" with 35% participation. For this reason, it has been determined that the inspectors help with the general situation of the school, teacher needs and employees in the schools they visit, and provide information and ideas about education policies to increase the quality of education. In addition, 20% participation was shown in the themes of "course curriculum, school and teacher problems" and "management processes and school activities". School administrators, who stated that they had an exchange of ideas about "filing and school documents" from the inspectors, participated by 15%. school administrators who received ideas and information about the "education system and school infrastructural deficiencies", which were mentioned last on the subject, participated with 10%.

Table 5. The Exchange of Ideas and Information by School Administrators with Inspectors

Category	Theme	Frequency(f)	Percent(%)
Exchange of Ideas And Information	The general situation of the school, staff, teacher needs, and education policies	7	35
	Course curriculum, school and teacher problems	4	20
	Filing and school documents	3	15
	Management processes and school activities	4	20
	Education system and school infrastructure deficiencies	2	10
Total		20	100

Table 6 includes the views on educational innovations shared by school administrators and inspectors. Accordingly, five themes were created according to the answers given by school administrators. These are "new books and approach techniques to students," "education systems in the world, teaching methods and new approaches," "information on administrative issues," "new rules and decisions about education," and "classroom management and the subjects of supervision." When the table is examined, it is observed that the highest participation is in the theme of "education systems in the world, teaching methods and new approaches" with 35% participation. Considering this situation, the inspectors follow the innovations in the world in the field of education, have the knowledge, and transfer them to school administrators. Regarding the subject, K7 says, "Yes he does. It is done by showing and guiding models according to the information obtained from the world to improve the school and education." he said. When the remaining themes in the table are examined, 20% on both "information on administrative issues" and "new rules and decisions taken about education", 15% on the theme of "classroom management and the subjects of supervision" and "new books and approach techniques to students". 10% participation is stated.

Table 6. Educational Innovations that Inspectors Share with School Administrators

Category	Theme	Frequency(f)	Percent (%)
Shared educational innovations	Education systems in the world, teaching methods, new approaches	7	35
	Information on administrative issues	4	20
	New rules and decisions regarding education	4	20
	Classroom management and the subjects of supervision	3	15
	New books and approach techniques to students	2	10
Total		20	100

The school administrators' opinions about the professional guidance experiences of the inspectors were examined, and four themes were created in Table 7 depending on this. After the themes were created, it was determined that the highest participation was in the theme of "ensuring unity within the school and the subjects of management," with 40% participation. In this direction, inspectors, school principals, and vice-principals provide professional guidance to ensure the school's unity and be more effective and successful in management issues, which is one of the most challenging issues. Regarding this situation, K19 said, "I consulted to ensure the school's unity and fulfill the management task better, and some guiding suggestions were made regarding this. Communication, etc., "stated his opinion. When looking at the other themes in the table, it was stated that the theme "about school administration and school activities" was 25%, and the administrators who stated that they were guided by the theme "about communication" participated 20%. Apart from that, 15% participation was shown in the theme "I did not receive professional guidance." K11, one of the school administrators, who stated that they did not receive vocational guidance, said, "I have not received any contribution from any inspector on vocational guidance. I gained the necessary experience from my own experiences over the years." He expressed his opinion in the form. Wanzare and Costa (2000), in their study, defended that the development of teachers in their profession through supervision and more effective vocational guidance is needed to move forward.

Table 7. School Administrators' Views Regarding the Vocational Guidance Roles of Inspectors

Category	Theme	Frequency(f)	Percent (%)
Professional guidance experiences	Ensuring unity within the school and the subjects of management	8	40
	About school administration and school activities	5	25
	About Communication	4	20
	I did not receive professional guidance	3	15
Total		20	100

In this table, the problems faced by school administrators regarding supervisory behavior and their suggestions to be more effective in terms of professional guidance are included. Considering the themes stated in the table, it was observed that school administrators' opinions mostly focused on the theme of "increasing school visits and supervising all teachers, not only new teachers," with 25% participation. School administrators stated that inspectors should visit schools more frequently, and all teachers should be inspected regularly. Regarding this idea, K12 said, "Their visits to schools are very few. They need to increase their school visits and observe and supervisions more of the school environment. In addition, S1 -S2 teachers should also observe on time. I think other senior teachers

should be inspected from time to time. "She has expressed her opinion in the form. In addition, school administrators who gave an opinion on the theme of "having moderate, constructive and encouraging criticism" participated 20%. Each of the themes "should have knowledge about educational technologies and share it," "the number of supervisors should be increased," and "there is no problem" has been participated by 15% each. Finally, when looking at the theme "having common criteria determined by all supervisors before the supervision," it is seen that there is 5% participation (Demir, 2020).

Table 8. Problems encountered with supervisor behavior and effective professional guidance

Category	Theme	Frequency(f)	Percent (%)
Encountered with supervisors problems and suggestions	Increasing school visits and supervision of all teachers, not just new teachers	5	25
	To be moderate, constructive, and incentive criticisms.	4	20
	Having common criteria determined by all supervisors before the supervision	1	5
	Should have knowledge about educational technologies and share it.	3	15
	Effective communication skill	1	5
	The number of supervisors should be increased	3	15
	There is no problem	3	15
	Total	20	100

4. Recommendations

In this part of the research, some suggestions are included to contribute and provide direction to future studies. First, teachers should be supervised at regular intervals to improve and make education more effective. Studies should be made to increase the number of inspectors to conduct regular and planned inspections. The reasons for being limited in vocational guidance issues should be investigated, and solutions should be produced. Second, more frequent sharing should be made by ensuring continuous follow-up of innovations in education.

It is recommended that they develop themselves further with support and provide support for their other roles besides their inspection roles and emphasize their importance. Furthermore, it is thought that the study is critical because it emphasizes the importance of the guidance role of supervisors in education with the relevant institutions and benefits the literature. In addition to this, since the study is limited to 20 administrators, the research scope can be examined by keeping it more comprehensive in the future. Ultimately, the relevant research can be concerned with the observation technique and the interview technique.

5. Conclusion

Education should be improved for countries to raise more qualified generations. To achieve this, a fair supervision process is a fundamental factor. Supervision is one of the essential parts of the education system that supports sustainability and development. According to Glikman and Ross-Gordon (2014), supervision is a crucial factor in strengthening schools and their success. Besides, although supervision is mandatory, it ensures the institution's continuity (Kimbrough & Burkett, 1990). This study aims to determine the extent to which school administrators working in primary schools will benefit from inspectors in terms of vocational guidance and suggestions for the problems encountered. According to the school administrators' opinions, in the feedback given after the supervision, it was stated that the supervisors mainly were constructive and developing in addition to being positive, motivating, and incentive. Considering the ideas and information exchanges between the school principals and the vice-principals with the supervisors, it was observed that they were mostly about the general situation and functioning of the school, the needs of teachers, the status of the employees, and

education policies. In this direction, the supervisors contribute to the institution's functioning and the development of education from time to time.

The educational innovations in this field were shared in the educational conversations that the supervisors had with the administrators of the schools they visited. The distance education platforms, which play a role in providing important services, are deemed important in designing and implementing the necessary interventions (Yildiz & Cakmak, 2019). It is seen that these shared innovations, along with the education systems in the world, convey new teaching methods, in-class, out-of-classroom, and management approaches. However, as in many studies in the literature, Korkmaz and Özdoğan's (2015) research contradicts the finding that the supervisors could not show enough influence on the development and innovations in education. However, this situation can be explained by the finding that the supervisors in Memduhoğlu and Mazlum's (2014) study have fulfilled their professional guidance roles better in recent years.

Regarding the supervisors' vocational guidance, some of the school administrators defended that they were not provided any professional advice. While the remaining people stated that they were not sufficient, it was seen that they conveyed their vocational guidance experiences. Accordingly, it has been observed that among the opinions, the issues of ensuring the integrity of the school, Communication, and administration are intense.

When the teachers' views discussed in this study were examined in detail, it was observed that there were similarities and no significant differences in the answers given according to professional seniority and gender variables. In parallel with this, the findings obtained in the studies of Koroğlu and Oğuz (2011) revealed no significant difference in the professional guidance role of inspectors according to the gender variable of teachers. When the most encountered problems were examined, it was revealed that the frequency of visits should be increased and all teachers should be inspected, not only new teachers whose nobility is not approved in the profession. These findings are in line with the findings of Sullivan and Glanz (2000) since we observed that not only pre-service teachers but also all teachers should be supervised. When the literature on the subject is researched, supervisors' roles have changed over time, and today, more they come to the fore with their supervision roles. In this direction, this study, which reveals the importance of the vocational guidance role, is considered vital as it is thought to contribute to the field.

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