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# COMPARING TEACHERS' AND SCHOOL PRINCIPALS' PERSPECTIVES ON CLASSROOM SUPERVISION BY SCHOOL ADMINISTRATION

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## ABSTRACT

*Supervision is the process of controlling organizational activities within the framework of certain principles in line with predetermined objectives and providing the necessary guidance and support to achieve the objectives (Yüner, 2022). Supervision in schools is carried out in two forms: institutional supervision and course supervision. As a result of the legal changes made in Turkey in 2014, the task of course supervision was taken away from inspectors and added to the duties of school principals. This situation affected both teachers and school principals. With this research, it is aimed to determine the deficiencies and mistakes made in the supervision in order to increase the efficiency of the supervision, to raise awareness of school principals on this issue and to support the professional development of teachers. In order to achieve this aim, the opinions of teachers and school principals about the course supervision practice of school principals were compared. In the study, a phenomenological design was used within the scope of qualitative research method and data were collected by interview method. The study group of the research consists of 26 teachers and 19 school principals working in Yenimahalle district of Ankara in the 2024-2025 academic year. In this study, a semi-structured interview form was created to interview the participants. Content analysis technique was used to analyze the participants' answers to the interview questions. As a result of the study, it was found that teachers were stressed during the supervision, school principals and teachers wanted inspectors to conduct the supervision, both groups agreed that personal relationships would affect the objectivity of the supervision, and teachers and principals thought that it would be better if people from the same branch conducted the supervision. Some of the suggestions based on these results are as follows: School principals should receive training on supervision, school principals should conduct supervision not only with school principals but also with inspectors, and supervision should not be limited to the inspection of documents.*

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**KEYWORDS:** Course Supervision, School Principal, Teacher, Classroom Supervision, Instructional Leadership, Teacher-Principal Relationship, Phenomenological Research, Professional Development, Instructional Supervision.

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## 1. INTRODUCTION

Organizations are established to achieve certain objectives. Organizations continue to exist as long as they fulfill their objectives. The survival of organizations depends on the effective use of resources, the performance of organizational employees and compliance with the planned process (Yüner, 2022; 1). In this regard, determining the effectiveness and efficiency of the organization, eliminating its deficiencies, understanding and correcting its shortcomings, increasing productivity, and most importantly, the continuity of the organization passes through auditing (Aydın, 2014). In TDK, supervision is defined as the work of examining, examining and investigating whether education and training activities are carried out according to the laws, regulations, by laws and circulars in force (TDK, 2015). There are various definitions of supervision in the literature. According to Ada and Baysal (2020;1), auditing is one of the ways to understand whether the system is working in accordance with the objectives, goals, social and scientific facts.

Audit is also defined as "a wide range of services such as auditing and evaluating the work done, making suggestions to those concerned in order to make them more efficient, and providing assistance to the personnel in institutions through guidance in their work and training (Taymaz, 2002). In short, supervision is the process of controlling organizational activities within the framework of certain principles in line with predetermined objectives and providing the necessary guidance and support to achieve the objectives (Yüner, 2022). Supervision in schools is carried out in two forms: institutional supervision and course supervision. Institutional audit can be generally defined as "examining and auditing all activities in educational institutions".

In institutional supervision, the provision and utilization of human and material resources in order to achieve the objectives of an educational organization is examined, controlled and evaluated according to predetermined criteria (Taymaz, 2002). Lesson supervision is the supervision carried out while the teacher is teaching a lesson. Lesson supervision is done for control or guidance purposes. Lesson supervision for guidance purposes tries to prevent possible deficiencies of teachers and to improve the educational process, whereas if lesson supervision is carried out to identify and eliminate deficiencies, this supervision is carried out for control purposes.

Lesson supervision should be aimed at supporting the professional development of teaching and teachers (Zepeda, 2016). Until 2014, lesson supervision in Turkey was carried out by inspectors and school principals. On

May 24, 2014, with the "MEB Regulation on Guidance and Inspection Presidency and Education Inspectors' Presidencies", the responsibility of lesson supervision was taken away from inspectors and left to school principals. With this regulation, the task load of school principals was increased one more time and the task of course supervision was added to their duties (Mone, 2014).

The recent legislative changes related to the supervision process have gained a different functioning by leaving the supervision completely to school principals. In this respect, it is important to examine the regulations in the field of supervision. It is also important to determine how the change in the supervision system affects the stakeholders of the education system. The research is important in terms of showing what kind of impact the supervision regulation has on all stakeholders of education and making a comparison with previous practices. It is thought that the findings of this research will help the authorities to provide a more efficient supervision environment in the light of objective data about the course supervision carried out by school principals in schools.

With the data obtained from the research, it is important because it provides information to the authorities about how the course audits carried out by school principals are seen by teachers and school principals and what the deficiencies are can be seen bilaterally. It is thought that receiving feedback from school principals about the supervision process will help them to see their deficiencies and to train well in the field of supervision. The research is important for more effective course supervision by school principals. Teachers' thoughts and prejudices about lesson supervision are important. School principals who have knowledge about these issues will be able to act more carefully on these issues during the supervision. School principals need to guide teachers and support their professional development in order to be effective leaders.

During the supervision, they should identify teachers' deficiencies and support them. This research is also important in terms of identifying the deficiencies that teachers see about supervision and raising awareness of school principals on this issue. The research is important because it will give an idea about which type of supervision is preferred by school principals and inspectors and the reasons for this.

Lastly, since this study is an exploratory research that utilizes the views of teachers and school principals in depth and provides the opportunity to compare their views, it is thought that it can shed

light on both qualitative and quantitative studies to be conducted in this field.

### 1.1. Purpose of the Study

The aim of this study is to compare the views of teachers and school principals about the practice of course supervision by school principals. For this purpose, answers to the following questions were sought.

- According to the views of teachers and school principals, how is the course supervision conducted by school principals characterized?
- According to the views of teachers and school principals, who should conduct course supervision?
- According to the opinions of school principals, what do school principals pay attention to during supervision?
- Do school principals give feedback after lesson supervision?
- What are the opinions of teachers and school principals about the benefits and drawbacks of course supervision by the school principal?
- According to the opinions of teachers and principals, what can be done to increase the effectiveness of lesson supervision by school principals?

## 2. METHOD

In this study, qualitative method was preferred in order to collect in-depth information about the views of teachers and school principals on the course supervision conducted by school principals and to make a more flexible design. Phenomenology design was used in the research. In phenomenological research, it is aimed to examine a situation or event in depth as it is in all its dimensions.

At the same time, it aims to reveal the experiences, perceptions, opinions and thoughts of the individual (Yıldırım & Şimşek, 2013). In this study, which is a phenomenological research that tries to reveal and communicate the hidden meanings of daily life experiences (Robson, 2015), the experiences of teachers and school principals regarding course supervision were tried to be made sense of. In addition, descriptive direct quotations were used in the study to reflect the thoughts of the participants in a striking way (Yıldırım & Şimşek, 2018: 239-244).

### 2.1. Working Group

The study group consisted of 30 teachers and 19 school principals working in public primary schools in five central districts of Ankara (Altındağ, Çankaya, Keçiören, Mamak, Yenimahalle). There are a total of

2298 primary, secondary and high schools in Yenimahalle district of Ankara.

There are 2298 principals and 170,000 teachers working in these schools (Mone, 2025). Considering the difficulty of reaching all of them, Yenimahalle district was preferred because it is one of the largest districts of Ankara and the number of schools is high. Maximum diversity sampling technique was used to determine the study group. For this purpose, attention was paid to the diversity of the participants included in the study group in terms of variables such as school, gender, branch, seniority, working time in the school, and education level. Thirty schools were visited one by one and interviews were conducted with school principals and teachers who volunteered to be interviewed. Ethical approval for this study was obtained from Çankaya University, School of Justice

Directorate (Committee report number: E-31115241-050.99-145249). Ten of these were primary schools, ten were middle schools and ten were high schools. Since participation in the study was voluntary, the principals of 19 of the schools visited volunteered to participate in the study. In addition, interviews were conducted with teachers who had classes at the schools and agreed to participate in the study. Interviews were continued until the desired diversity was achieved, taking into account the variables listed above (age, gender, etc.).

**Table 1: Demographic Characteristics of the Teachers Participating in the Study.**

Gender	Female	26
	Male	4
Seniority	1-5 years	5
	11-15	2
	16-20	3
	21-25	2
	26-30	2
	31-35	1
	36-40	1
Age	20-25	4
	26-30	5
	31-35	8
	36-40	2
	41-45	4
	46-50	1
	51-55	4
	56-60	1
Education Status	Bachelors' / Post Graduate	27/2
Branch	Class Teacher	6
	Psychological Counsellor	1
	Turkish Teacher	1
	English Teacher	1
	Child Development	7
	Informatics	2
	Mathematics	1
	Music	3
	Graphics and Photography	2
	Religious Culture and Ethics Knowledge	2
	Handcrafts	1
	Science	1
	Education Management	
	Chemistry	

**Table 2: Demographic Characteristics of School Principals Participating in the Study.**

Gender : Male	15	4
Female		
Age	41-45	6
	46-50	4
	50 and over	8
Branch		
Science	1	
Class Teacher	6	
Justice	1	
Guidance	2	
Technology Design	1	
Geography	2	
Electrics- Electronics	1	
Chemistry	2	
Music	1	
Education Manangement	1	
English Teacher	1	
Seniority		
16-20	1	
21-25	5	
26-30	10	
31 and over	3	
Education Status		

## 2.2. Data Collection Tool

In this study, a semi-structured interview form was developed to interview the participants. A semi-structured interview form was preferred in order to examine the different answers given by the participants during the interview and the reasons for these answers in depth and to generate new questions.

A draft form was created based on the literature and measurement tools in previous studies (Arslanargun & Göksoy, 2013; Aydın, 2007; Aydın, 2008; Balyer, 2012; Başar, 2000; Bige, 2014; Burgaz, 1995; Bursalioğlu, 2010; Demirtaş, 2005; Kayıkçı, 2012; Öncel, 2006; Öz, 2003; Özmen & Batmaz 2006; Taymaz, 2010; Yeşil & Kış, 2015; Koç, 2018). Expert opinion was obtained about the draft form. The expert group consisted of two teachers and one academician. As a result of the feedback received from the expert opinions, the questions were finalized.

The interview form consists of two parts. In the first part, there are questions about the demographic information of the participants and in the second part, there are open-ended questions about the participants' views on course supervision. Permission was requested for audio recording of the interviews with the participants. The answers of the researchers who did not give permission for recording were noted. These audio recordings were then analyzed and tabulated according to the number of questions and users and transferred to the computer environment.

## 2.3. Data Analysis

The answers given by the participants to the interview questions were analyzed using content analysis and thematic content analysis techniques. Content analysis consists of four stages; coding, creating themes, organizing the data according to the themes and interpreting the findings. In order to make the findings more descriptive, direct quotations of the participants' opinions were included. For the interviewed participants, teachers were coded as T1, T2...while principals were coded as P1, P2. The codes related to the themes were re-analyzed and associated with the themes (Bogdan & Biklen, 1998; Creswell, 2002). The opinions of administrators and teachers were re-coded by an expert independent of the researcher, and consensus was determined.

In the analysis of the data, the pairings of the field experts and the researcher's pairings were compared. For this purpose, Miles and Huberman's (1994) Reliability=  $\frac{[Agreement / (Agreement + Disagreement)] \times 100}{100}$  formula was applied and the agreement between the coders was found to be 0.82. Inter-coder reliability greater than 70% confirms that the coding is reliable (Miles & Huberman, 1994). Teachers' statements sometimes fit both themes, and in such cases, the opinions of experts were consulted.

As a result of the evaluation of these opinions, the opinions were either added to both themes or if there was a contradiction, the opinions were not taken into consideration. Although the questions that some participants did not understand were explained during the interview, the answers were found to be irrelevant to the question and were excluded from the evaluation. Some people were found to have inconsistencies between their answers. In this case, their interview forms were not included in the study.

## 2.4. Findings

Of the participants in this study, 13.8% were male teachers and 86.2% were female teachers. When their educational backgrounds are examined, 1.3% of the participants are postgraduate teachers while 89.7% are undergraduate teachers. While 1.3% of the participants stated that they had postgraduate education, 89.7% stated that they had bachelor's degrees.

### 2.4.1. Findings on How Teachers and School Principals Characterize Lesson Supervision

The table below presents the findings on how teachers characterize the course supervision of school principals.

**Table 3: How Teachers Characterize School Principals' Course Supervision.**

Sub-Theme	Participants
Tense	T1, T3, T5, T6, T10, T11, T23, T26, T27, T31
Developer	T7
Unnecessary	T2, T4, T12, T13, T14, T15, T17, T19, T22, T24, T25, T28, T29
Tutorial	T9, T20
Comfortable	T8, T16, T18, T30
Other	T3

As can be seen in Table 3, the majority of the teachers think that lesson supervision is unnecessary, while a significant number of them think that supervision creates tension. It is understood from the answers given that the number of teachers who think that it is instructive and contributing is not high.

Findings on how school principals characterize lesson supervision

#### **2.4.2. Findings on How School Principals Characterize Lesson Supervision**

Table 4 presents the findings on how school principals' characterize lesson supervision.

**Table 4: Findings on How School Principals Characterize Lesson Supervision.**

Sub-Theme	Participants
Tense	P1, P3, P4, P17
Developer	P2, P6, P7, P9, P10, P11, P12, P15, P19
Unnecessary	-
Tutorial	P6, P9
Comfortable	P8, P14, P16, P18
Other	P5, P13

According to the table above, school principals see course supervision as developmental. Four school principals interpreted the supervision as tense, while the rest described it as relaxed. When these two tables are compared, it can be seen that the majority of school principals find the supervision to be developmental and relaxed, whereas the majority of teachers see it as unnecessary and tension-creating. A group of school principals also considered supervision as a source of tension.

#### **2.4.3. Findings on Who Should Conduct Lesson Supervision**

The following table presents teachers' views on lesson supervision.

**Table 5: Who Should Supervise the Lesson According to Teachers' Opinions?**

Sub-Theme	Participants
School Principal	T5, T8, P9, T22, T27
Inspector	T3, T4, T19, T25, T26, T29, T30
Deputy Directors	-
The teacher herself	T6, T7, T13, T14, T15, T16, T17, T18, T20, T21, T23, T28
Head of Department	T1, T10, T11, T24
Other	T12

In response to the question of who should conduct classroom supervision, the majority thought that the teacher should supervise himself/herself, the inspectors should do it in second place, a group thought that the school principal should do it, and a small group thought that the head of the class should do it. Table 6 presents the opinions of school principals on lesson supervision.

**Table 6. According to the Opinions of School Principals, Who should supervise the Lessons?**

Sub-Theme	Participants
School Principal	P6, P7, P8, P11, P12, P14, P18, P19
Inspector	P7, P8, K9, P10, P11, P12, P13, P14, P15, P16, P17, P19
Assistant Principals	P18
The teacher herself	-
Head of the Group	P19
Other	-

When Table 6 above is analyzed, it is seen that the majority of school principals think that inspectors should conduct the supervision. When we examine the teachers' opinions, teachers stated that internal audit would be more accurate.

One of the school principals stated that the school should be supervised by school principals.

P.7. "Teachers know school principals. The inspector does not know the school, we know everything. I know the psychology of teachers."

P10. "Principal and Inspector (I can't keep up) our workload is too much, I can't keep up."

#### **2.4.4. Findings Regarding What School Principals Pay Attention to in Supervision.**

Table 7 presents the findings on what school principals attach importance to in course supervision according to their opinions.

**Table 7: According to the Opinions of School Principals, What they Attach Importance to in Lesson Supervision.**

Participants	Themes	Codes
School Principals	Communication Skills	Teacher-student communication The bond between teacher and student. Teacher's body language. Students' happiness. Does student establish eye contact?
	Course Processing Methods	Conducting lessons in accordance with the curriculum and plans. Conducting lessons appropriate to the grade level. Lecture method. Making connections with current life. Active participation of the student in the lesson
	Classroom Management	Time management in the classroom. Classroom mastery. Classroom layout. Whether you raise your hand when you speak
	Document Control	Document, plan, file review. Readiness
	Measurement and Evaluation	Knowledge of measurement and evaluation. How he prepares exam questions
	Use of Technology	Use of technology in the classroom

According to Table 7, when school principals were asked what they paid attention to during the supervision, it was seen that they paid attention to the teacher's communication skills, teaching methods, classroom management skills, assessment and evaluation methods and technology utilization skills. What they pay attention to during supervision is analyzed under these headings one by one below. This question was asked only to school principals since it was thought that their answers would be more accurate since school principals conduct the supervision.

**a) Communication Skills:** Some of the school principals stated that the communication between teachers and students is necessary for the lesson to be more productive, therefore they attach importance to teacher-student communication during the inspection. Under the communication themes, school principals pay attention to how teacher-student communication is, the bond between teachers and students, the body language of the teacher, the happiness of the students and whether eye communication is established. Sample statements of some participants on this subject are presented below:

P16. "How the teacher communicates with the

student. Can he/she convey the information to the student? If he/she can touch the children, that is the important thing. Other things take a back seat."

P19. "I sit at the back. I pay attention to the way the teacher walks, how he/she explains the subject, whether he/she draws the attention of the students and whether he/she makes connections with life."

P20. "I need to see the joy of the teacher and students. There should be a happy school, happy teacher, happy student."

**b) Lesson Processing Methods:** A significant number of school principals stated that they paid attention to the teaching methods during the supervision and that they paid attention to the teachers' teaching methods. The points they pay attention to when it comes to teaching methods are "teaching in accordance with the curriculum and plans", "teaching in accordance with the class level", "lecture method", "making connections with current life", "active participation of the student in the lesson". Some of the expressions used by school principals in this regard are as follows:

P3. "I audit whether the teacher teaches according to the program, whether the teacher teaches according to the level of the class and according to the printed criteria given to us."

P8. "Lecture method is very important. Does he/she include the students in the lesson while lecturing? I pay attention to whether the students are active in the lesson."

P11. "Does he/she combine his/her lectures with current life? Does the class sit like an idol or is there a comfortable environment?"

**c) Classroom Management:** Another point that school principals pay attention to during supervision is classroom management. In classroom management, they evaluated how teachers manage time in the classroom, the degree of classroom dominance and how the classroom is organized:

P17. "Generally, if the teacher has a deficiency in classroom management, he/she makes more explanations than necessary. If there is a lack of paperwork, I don't need to enter the classroom again, I look outside to see if they have completed their deficiencies."

P13. "I look at the teacher's teaching method, I look at his/her communication with the students, I look at whether he/she fills the class time. In the last audit, the teacher finished the subject with 10 minutes left and sat idle for 10 minutes."

**d) Document control:** Document, plan, file review, and readiness were examined in document control. **Principals expressed their opinions on this issue as follows**

P6. "We look at the documents. I need to see the joy of the teacher and students."

M19. "I look at the documents, I look at the classroom organization, I look to see if the students follow the rules, does the child take the floor when speaking? I look to see if the teacher dominates the class. Teacher-student sincerity is important."

P5. "Readiness, (Daily, annual plan, material, class readiness, are the students prepared for the lesson?"

**e) Measurement and Evaluation:** Some of the principals stated that they pay attention to teachers' competencies in assessment and evaluation with the following words.

P10. "I look at the exams. Does he/she know measurement and evaluation? Some teachers take questions directly from some books and ask them."

As seen here, they also pay special attention to how they prepare the exam questions.

**f) Teachers' use of technology:** Principals also emphasized the use of technology during lesson supervision. In particular, they sought an answer to the question "Can the teacher use technology?"

Does the teacher ensure the active participation of the students during this use?"

P1. "The teacher's approach to the 3/student Does he/she only use the smart board? It is also very important whether the student is active or not."

It is seen that school principals pay attention to teachers' communication with students, lecture methods, whether students actively participate in the lesson, teachers' skills in using technology and their competencies in measurement and evaluation. In addition, they believe that good communication will have positive reflections on the classroom climate and this will positively affect the school climate.

#### **2.4.5. Findings Related to School Principals' and Teachers' Giving Feedback after Course Supervision**

The table below presents the findings on school principals' giving feedback after lesson supervision.

**Table 8: According to School Principals, School Principals' Giving Feedback after Lesson Supervision.**

Participant	Themes	Sub Themes	Codes
	Feedback	Positive	Private meeting after class. Meeting with the team. In unfavorable situations Motivational speaking Speech emphasizing success. Collaboration in problem solving
		Negative	In unfavorable situations

Table 8 shows that all school principals provide feedback. Only one principal stated that he/she gives feedback when needed in the face of a negative situation. School principals give feedback, but they apply different methods in this process.

The majority of school principals stated that they called the teachers to their rooms after the inspection and had a private meeting. Two principals, on the other hand, stated that unless there was a very special situation, they held meetings as a group and evaluated the results of the audit in these meetings. Principals stated that they held one-on-one meetings with teachers after the lesson to discuss deficiencies and areas for improvement.

P.13. "I meet with them privately after class and we exchange ideas about what is missing and what can be done."

When giving feedback, they emphasize achievements and strengths and use motivating language.

In M18, it is stated that principals share the areas where they are successful and express inadequate areas in an appropriate language.

P8. "Definitely yes, we share the areas where they are more successful. In order to motivate them, I also report the inadequate areas, although not very loudly, I speak individually. I express what is missing in appropriate language."

One of the school principals stated that it was only necessary to give feedback when there was a very negative situation:

P17. "If I see something very negative, I give feedback when needed."

As a result, it can be said that school principals provide feedback to teachers after lesson supervision and adopt a positive and supportive approach in this process. It is seen that feedback is given to contribute to the development of teachers

#### **2.4.6. Findings Related to the Benefits and Drawbacks of Course Supervision by the School Principal According to the Opinions of Teachers and School Principals**

The findings on the advantages and disadvantages of school principals' supervision of lessons are given below.

##### **2.4.6.1. Advantages of Course Supervision by School Principals According to the Views of Teachers and School Principals.**

The table below presents the findings on the benefits of course supervision by the school principal according to the views of teachers and school

principals.

**Table 9: According to the Opinions of Teachers and School Principals, the Advantages of Course Supervision by the School Principal.**

Participants	Themes	Codes
Teachers	Physical proximity	Following teachers more easily. Having a good command of the school climate. Knowing the teachers well. Contributing to professional development. To be able to intervene more quickly.
	Recognizing people. Personal relationships	Recognizing staff. Not making a judgment with a single lesson because they know the teacher. Evaluation by being aware of the shortcomings. Know the school well
	Authority	The authority of the school principal. Comfortable dominance
School Principals	Personal Relationships	Getting to know each other better. Avoiding the tension of third parties. Knowing the facilities of the school. Solving problems within the school
	Physical proximity	Ability to perform continuous supervision. More comfortable control over the teacher. Opportunity to get to know each other better because they work in the same place

As can be seen in Table 9, according to the views of teachers and principals, being in the same environment and principals knowing the teachers are considered as advantages by both groups. Teachers expressed the advantages of having the school principal supervise the lessons as physical proximity, knowing people and authority.

**a) Physical proximity** Teachers expressed the advantages of physical proximity as being able to follow teachers more easily, having a good command of the school climate, knowing teachers well, contributing to their professional development, and intervening more quickly in incidents. They express these views as follows.

T1. "The school principal will be able to follow up daily more clearly. He/she will have a better command of the school environment, the school climate and many factors of the teacher."

T12. Having knowledge and ideas about the school and teachers, he/she can make better evaluations because he/she knows the teachers better."

School principals also considered physical proximity as an advantage. They stated that there would be continuity in supervision thanks to physical proximity, they would have more comfortable control over the teacher, and they would have the opportunity to get to know each other better since they work in the same place. Examples of the statements of school principals are given below.

P.10 "Physical proximity increases a principal's control over a teacher. Supervision is always necessary and the fact that we are always at school makes it easier for us to supervise."

P20. "Because you are in the same institution, you know each other, you know each other from the past years."

School principals and teachers see personal relationships as an advantage. Teachers stated that school principals do not have to make judgments with a single lesson because they know the teacher, that they make evaluations by being aware of the

deficiencies because they are in the same environment, and that knowing the school well will make it easier for the supervision to achieve its goals. **Teachers expressed their opinions in the following sentences:**

T8. "Since he has a general idea about the teacher, if he is a fair person, he can make a more accurate judgment with a single lesson observation."

T22. "He/she has clearer information about the functioning. If he/she is aware of the deficiencies, he/she can take more useful steps in solution and planning. During the lesson, he/she can determine the level of both students and teachers."

School principals also see personal relationships as an advantage. They stated that they know each other better, they do not experience the tension of a stranger, they know the facilities of the school, so supervision takes place in a healthier way, and they solve problems internally. Some of the sentences in which school principals expressed their opinions are as follows:

P7. "We know everything that teachers lack. I see this as an advantage."

P4. "There is no tension from third parties and the supervision mechanism. Principal-based trust and transparency are ensured in the organization. Principals prevent the appearance of being temporary (We change every four years)."

P16. "Since there is internal supervision, any problems that may arise can be solved internally. I say the same thing to my teacher friends, we are an education family. We can solve our deficiencies on our own. Deficiencies can be compensated in internal supervision. We will have no problems with external supervision. Of course, based on the principles and methods of supervision."

**b) Authority** Teachers think that the authority of school principals in the school will have a positive effect on students during supervision. **Some of the teachers' opinions are as follows**

T19. "Since there is an authoritarian atmosphere during the supervision, it can be a calm supervision



for the students, which can relax the teacher."

T9. "It is more planned, feeling under control makes things work."

As a result, both teachers and principals emphasize that it is beneficial for school principals to supervise lessons. There is a consensus on issues such as daily follow-up, knowing the school climate, rapid intervention, fair evaluation and internal audit.

#### **2.4.7. Findings on the Drawbacks of Course Supervision by the School Principal according to the Opinions of Teachers and School Principals**

Table 10 presents the findings on the drawbacks of course supervision by the school principal according to the opinions of teachers and school principals.

**Table 10: According to the Opinions of Teachers and School Principals, the Drawbacks of Course Supervision by the School Principal.**

Participants	Themes	Codes
Teachers	Personal Relationships	Negative effects of personal relationships. Reflection of negative school climate on supervision. People who do not have a good relationship with the manager are negatively affected by the supervision. Prejudices negatively affecting supervision,
	Branch	Wrong comment. It is not appropriate for principals who do not have their own branch to supervise lessons
	Creating Tension	Teachers' tension. Deterioration of classroom atmosphere. Tension has a negative impact on the teacher's performance
	Document Control	Document inspection, not lesson inspection
School Principals	Branch	Not being from the same branch
	Teacher Tension and Stress	Teacher's nervousness. A teacher gets sick from stress
	Personal Relationships	Not giving due importance due to personal relationships. Lack of objectivity. Lack of impact of what is said
	Physical proximity	Being together all the time is a disadvantage. You're always looking at me face to face. Friendship

When Table 10 is analyzed, **the similarities and differences between the opinions on the drawbacks of course supervision by the school principal are as follows**

Supervision creates tension and stress: Both groups agreed that supervision creates stress and tension. Some of the teachers stated that the presence of the school principal in the classroom disrupted the classroom climate and negatively affected the performance of the teachers, while the school

principals also stated that they encountered such situations. **Expressions related to teachers' opinions about this situation are as follows**

T7. "Teachers may be tense, they may not be able to show their performance clearly."

T12. "When the principal enters the classroom, the classroom atmosphere goes out of normal and creates a tense environment."

T19. "There is tension in the classroom, lecturing cannot be done as desired."

Examples of the statements of school principals about this situation are given below:

P3. "The teacher being anxious."

P6 "Teacher's tense behavior."

P17. "Teachers and students are getting themselves in order. A friend of mine has high blood pressure, they get stressed, anxiety increases. It is not valid for all."

**a) Personal Relationships** Both groups think that personal relationships can have negative effects on the supervision process. While the teachers stated that the personal relationships of the principals could affect objective evaluations, the principals were of the opinion that the relationships could harm the objectivity of the inspections. The statements regarding teachers' views on this issue are as follows.

T7. "An unfair principal may be biased. He/she may prioritize personal relations and may not act professionally. Since he/she is not competent in inspection, he/she may only be interested in quantity (document control etc.)."

T2 "If the climate in the school is cold, a tense inspection affects the teacher negatively."

T24. "Especially teachers who are not on good terms with the principal get nervous and a teacher's professional competence cannot be determined in one lesson hour."

T4. "Personal disagreements can be reflected in the supervision process in a biased way."

**Examples of the statements of school principals regarding their views on this issue are as follows**

P8. "Since the school principal and teachers are always together, they may not care about the supervision conducted by the school principal because they are friends. Besides, there is no sanction for our supervision."

P4. "When there are personal conflicts, there may be friends who make negative evaluations. We do not have such a problem."

P10. "When we stay in the same school for many years, individual relationships come into play. We see the shortcomings as normal."

P13. "The disadvantage is that the supervision mechanism becomes a system dependent on

individuals and sometimes it is not implemented at all."

**b) Not having branch knowledge** most teachers are of the opinion that inspections should be carried out by people from their own branch, and they are in agreement with the teachers that principals cannot master all branches and that it is difficult for principals to master all branches. Examples of teachers' opinions are given below.

T7. "Yes, the possibility of making wrong interpretations because he/she does not have a good command of the course operation, and his/her prejudiced behavior."

T2. "I don't find it appropriate for him to supervise a lesson without subject knowledge."

T25. "I don't think it has any benefit other than making the teacher nervous because it is out of the field."

T20. "I don't find it healthy because it is not his/her own branch."

Examples related to the opinions of school principals are given below:

P6. "I don't know every branch. I look at the subject, I supervise according to the plan. But I cannot supervise every subject well because I do not have a good command of the subject. Informatics is the most difficult, math is not my field. I understand courses such as geography and child development."

P8. "The disadvantage is that I may not have a good command of all subjects. Branch inspectors may have a better command of the subject." Paperwork Inspection rather than Course Inspection: Teachers think that paperwork audits are conducted rather than lesson audits. School principals did not express an opinion in this direction.

P15. "In my opinion, it stresses the teacher

unnecessarily. Maybe it would be useful if real lesson supervision was done, but usually it is paperwork supervision rather than lesson supervision." When Table 10 above is analyzed, it is seen that things that are advantages (physical proximity, personal relationships, etc.) are also interpreted as disadvantages. While in Table 9 it is thought that school principals and teachers will see any deficiencies and evaluate the supervision accordingly because they are together all the time, in Table 10 it is said that being together all the time, sometimes deficiencies are perceived as normal because people get used to them and they are not seen as deficiencies. Likewise, personal relationships between teachers and school principals can reflect positively or negatively on supervision. While school principals state that they are not taken seriously because of their personal relationships, teachers argue that the supervision will not be objective because of poor relationships with school principals. In Table 9, where personal relationships are interpreted as positive, it is emphasized that the school is an educational institution and a family and that problems may.

#### **2.4.7.1. According to the Opinions of Teachers and School Principals, Findings on What Can Be Done to Increase the Quality of Course Supervision**

Findings on what can be done to improve the quality of lesson supervision according to the opinions of teachers and school principals in the table below. Table 11. Findings on what can be done to improve the quality of lesson supervision according to teachers' opinions.

**Table 11: Participants' Views on the Qualifications Required for Effective Course Supervision.**

Participants	Themes	Codes
Teachers	Professional Experience	Having worked in the profession for 5-15 years; Experience
	Branch Relevance	People from the same branch should supervise; Have sufficient knowledge about the course they supervise
	Communication Skills and Humanistic Aspects	Must have communication skills; Know the techniques used by the teacher; Managers should have a high level of humanitarianism
	Fairness	Must be fair; Should not be influenced by personal relationships; Criticism should be directed at the profession, not the personality
	Clear Audit Criteria	Determination of audit criteria
School Principals	In-Service Training or Master's Degree	In-service training should be provided; To have a good command of the field; Should do a master's degree
	Branch Control Should Be Conducted	Must be from the same branch
	Pedagogical Formation and Psychology Education	
	Merit	Need to know the program; Knowledge of psychology; Someone open to development
	Pedagogical Sufficiency	In pedagogy, you need to have the competence of 8 courses. If you know this, you don't need to know anything else
	Fairness	Must be fair; Should not be influenced by personal relationships
	Leadership	They must have leadership qualities
	Criteria for Inspector Selection	Criteria for selection of inspectors should be improved

	Workload	High workloads; Bureaucracy; Investigations
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When Table 11 are examined, there are some similarities and differences between the views of teachers and principals on the qualifications that principals should have for course supervision.

**a) Professional Experience** Teachers emphasize that school principals should have teaching experience. School principals emphasize the importance of in-service training in supervision and the importance of knowing the field well. Experience was expressed as a necessity in the field of education.

T.20. "Being someone who has been in the classroom for at least 15 years."

T10. "I think she should be a teacher for at least 5 years."

**b) Branch Knowledge** According to teachers, they think that they should be supervised by people from the same branch. School principals also stated that it is difficult to supervise teachers from different branches.

T.11. "They should have knowledge about the content of my lesson."

T15. "He/she should be a graduate of educational administration and supervision or from the branch of the course he/she supervises. They should be innovative, visionary and use technology well etc."

P12. "We are not competent in all branches."

P16. "Inspectors could be separated according to their fields. They used to come once a year."

**c) Communication Skills** Teachers emphasized that school principals should have good communication skills. They also emphasized that school principals should have a strong human side. Below are the statements of the teachers:

T8. "He/she should be understanding and have good communication skills and be a guide."

T.4. "Communication skills are impartial and fair. Competence."

T14. "He/she should have a positive, smiling, improving attitude and try to eliminate the deficiencies objectively."

**d) In-service training and master's degree and having leadership qualities** Principals argue that it is important to have a master's degree and that they should continuously improve themselves in educational administration. They emphasize the importance of participating in in-service training programs. They also stated that they should have leadership qualities. They also emphasized the importance of being an administrator who is open to development and adapts to innovations.

P7. "They should know the field well, they should be trained on instructional leadership. Courses

should be repeated regularly."

P8. "School principals should know supervision well. They should have a master's degree in educational administration. In-service training should be provided for those who do not have a master's degree."

**e) Being fair** Teachers emphasized that principals should be fair, while principals stated that they knew they should be impartial, but personal relationships negatively affected their impartiality.

T.12. "They should have a high sense of justice."

T.8. "Being fair, not using facial expressions or gestures that may cause tension and stress on teachers."

P.13. "They should not be emotional, they should be impartial. When they are together a lot, positive or negative opinions about teachers are formed."

In addition, school principals emphasized that they themselves should have leadership qualities, the criteria for the selection of inspectors should be improved, and the workload of school principals is too high.

P 16. Leadership should be developmental, it should be fair, the principles of justice and equality are confused.

P 11. He should be tolerant. They need to know the technical characteristics of the branches.

**f) Workload and Management** Principals stated that the workload of the principals is high and that they are busy with many social responsibilities and bureaucratic procedures, and that the supervision work on top of these is challenging for them.

P10. "Our bureaucracy work is too much. Apart from education, schools are a business. We need to meet all its needs. There is a lot of work. It is not only education but also social responsibility and community service. The workload of the school principal is too much, I have been a school principal since 2007, the workload is too much, I have 3-4 investigations."

**g) Inspection criteria should be determined**

P8. "The Ministry's inspection board should be actively reorganized in both the Ministry, provinces and districts, and its areas should be clarified and carried out from a single hand. There is such a problem in the inspection board."

P4. "The criteria given to the teacher should be given clearly, feedback should be constructive and humiliating expressions should not be used."

P18. "It is logical to have a printed form, but the principal should visit the lesson with a notice, not as a raid."

**h) Improving the criteria for selection of inspectors** Principals stated that the criteria for the selection of inspectors should be renewed, an age limit should be introduced, and the distinction between inspectors should be removed. They emphasized that job descriptions should be well defined. They emphasize that the directives on this subject are incomplete.

The distinction between ministry inspectors etc. should be removed.

P1. "The age limit for the selection of inspectors should be lowered to 45-50 years."

As a result, school principals and teachers want school principals to receive training on supervision, school principals should be trained in supervision, people from the same branch should conduct supervision, principals working in the same region can help each other, if necessary, supervision criteria should be clarified, and teachers want school principals to come to class prepared. As for technology, both groups want the other side to have a good command of technology. While teachers emphasize professional experience, school principals emphasize in-service training and master's degrees. Both groups insist that the supervision should be carried out by people from the same branch.

### 3. CONCLUSION AND DISCUSSION

With this research, it is thought that the objective data collected by school principals about the course supervision will increase the efficiency of the course supervision and that both the authorities and the principals and teachers will be informed about the requests and deficiencies of the school principals and teachers on this issue and that they will act more carefully about the mistakes made in the future. It is thought that school principals and teachers will empathize more easily with the other party thanks to this research. The fact that it is qualitative research is also important for teachers and principals to express their views more easily.

#### 3.1. Conclusion and Discussion on Sub-problem

As a result of this study, the majority of the teachers who participated in the research stated that they found the lesson supervision unnecessary and felt tense. The majority of school principals, on the other hand, characterized the supervision as developmental and comfortable. Akbaşlı (2019) stated that teachers felt comfortable as a result of his research. In this study, six teachers stated that they felt tense.

#### 3.2. Conclusion and Discussion on Sub-problem

School principals and teachers share the common opinion that inspectors should conduct the inspection. Although there is a consensus, the reasons are different. While school principals complain about their heavy workload and lack of time, as mentioned above, a group of school principals think that both they and the inspectors should fulfill this task. Teachers, on the other hand, in line with the answers given to the other questions, especially want to be supervised by people from the same branch and are worried that personal relationships may negatively affect supervision. It is understood that teachers are very sensitive about this issue as they emphasize it in every question. As a result of the study conducted by Konan and Yılmaz (2018), it was determined that teachers had a negative view of course supervision by school principals. The results of the study conducted by Güneyli and Kaşot (2022) also support this finding. This data contradicts the data of Akbaşlı and Tunç (2018). As a result of their research, it was revealed that (90%) of the teachers thought that school principals should conduct the supervision. Regarding who should conduct the supervision, the majority of teachers stated that they wanted to be their own (internal) supervisor, while there were also teachers who stated that inspectors and heads of departments could conduct the supervision. Similar results were found in the study conducted by Güneyli and Kaşot (2022). A small number of teachers also considered it appropriate for school principals to conduct supervision.

#### 3.3. Conclusion and Discussion Regarding the Sub-Problem

This question was asked only to school principals because it was thought that since they were the ones doing the supervision, they would get clearer answers and teacher responses might be misleading. School principals stated that school principals pay attention to teachers' communication skills, how they do assessment and evaluation, their use of technology, their command of the subject and the classroom, and their teaching methods. School principals say that they pay attention to teachers' ability to use technology (whether they use the smart board or not). They stated that they look at how they prepare the exams while evaluating. They stated that they pay attention to whether the teacher prepares the questions themselves or whether they take questions from other books and use them directly.

#### 3.4. Conclusion and Discussion Regarding the Sub-Problem

Almost all of the school principals stated that they provide feedback after lesson supervision. They only apply different methods in this process. While M6, M9, M19 stated that they had face-to-face meetings with teachers after the supervision, M15 and M16 stated that if there was no special situation, meetings were held as a group and the results of the supervision were evaluated in these meetings.

### **3.5. Conclusion and Discussion Related to Sub-Problem**

Both teachers and principals emphasize that it is beneficial for school principals to supervise lessons. There is consensus on issues such as daily follow-up, knowing the school climate, rapid intervention, fair evaluation and internal audit. While teachers mostly emphasize the benefits of principals' contribution to teachers' development and improving the school climate, principals emphasize the advantages of personal relationships and physical proximity. While principals state that their close relationship with teachers is an advantage and that the supervision process has become more effective, teachers state that this process contributes positively to the development of teaching and learning processes. It can be said that the opinions of teachers and principals on the drawbacks of supervision are in agreement despite some differences. Both groups stated that the supervision should be carried out by people from the same branch and that personal relationships can negatively affect supervision and that relationships can harm objectivity. They also share the same idea that supervision puts teachers under tension and stress. Another issue that draws attention here is that what teachers and principals see as advantages (physical proximity, personal relationships, etc.) are also interpreted as disadvantages. In Table 9, it is thought that school principals and teachers will see all kinds of deficiencies and evaluate the supervision accordingly because they are together all the time, whereas in Table 10, it is said that being together all the time, sometimes deficiencies are perceived as normal because people get used to them and they are not seen as deficiencies. The results of some studies also support these results. As a result of Konan and Yılmaz's (2018) study, it was determined that the evaluation was not fair and objective and had a negative impact on teachers' morale. As a result of the research conducted by Uygur (2020), it was found that teachers experienced stress and that it did not have any effect on their performance. Likewise, personal relationships between teachers and school principals were mentioned and it was found that

they were uneasy about their ability to act fairly. Birel, F. K. and Erçek, M. K. (2019) found that school principals were concerned that they could not be impartial. As a result of the research conducted by Tonbul and Baysülen (2017), it was stated that the supervision of school principals by school principals would increase bias and that school principals would not contribute to the quality of teaching with their current competencies. This result supports the results of this study. As a result of Konan and Yılmaz's (2018) study, it was determined that school principals were not trained in supervision and were inaccurate and incomplete in branch-specific evaluations. As a result of Ergen and Eşiyok's (2017) study, it was determined that teachers were uneasy about whether the school principal could be impartial or not.

### **3.6. Conclusion and Discussion Regarding the Sub-Problem**

They stated that principals should have professional experience, they should be supervised by people from the same branch, principals should have high humanistic aspects, principals should be fair, and principals should have good communication skills. The participants' views that school principals should have better communication skills are in line with the results of Uygur's (2020) study. As a result of his research, Uygur (2020) found that school principals should have communication skills, professional knowledge, and sufficient knowledge specialized in their field. Akbaşlı and Tunç (2019) stated that they should be objective and have experience, while Yeşil and Kış (2015) listed the qualifications that a school principal should have as field knowledge and teaching professional knowledge as a result of their research. In line with the results obtained from this study, the following suggestions were made;

#### **Suggestions for teachers**

- Training teachers on the use of technology and communication

#### **Recommendations for school principals**

- Providing in-service training to improve the humanistic aspects and communication skills of school principals
- Training of school principals on supervision
- Providing feedback to teachers after the inspection
- School principals coming prepared for the inspection
- Supervision should not be limited to document supervision
- School principals have a good command of technology

### General Recommendations

- The authority and functions of school principals regarding course supervision can be increased, and a multiple supervision process can be established to make supervision more effective. Inspectors and school principals should carry out the supervision together.
- Teaching especially school principals that supervision is a management process with constructive and developmental effects and that professional guidance should be emphasized in this process.
- Developing solutions so that inspections are carried out by people from the same branch.

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