

## THE OPINIONS OF CANDIDATE TEACHERS ON DUTIES OF GUIDANCE OF EDUCATIONAL SUPERVISORS

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### ABSTRACT

The aim of this research is to develop suggestions by examining the opinions of the teacher candidates working in the schools affiliated to the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus and the educational supervisors' views on the fulfillment of their guidance duties and their contribution to the internship process. In order to achieve this aim, interview technique, one of the qualitative research methods, was applied. A semi-structured interview form was used as a data collection tool. Both descriptive and content analysis were used in the analysis of the data. The study group of this research consists of 11 education supervisors, 3 retired education supervisors and 74 candidate teachers working under the Ministry of National Education in the TRNC. According to the data obtained from the research findings, nearly half of the candidate teachers stated that the guidance applied to them by the supervisors was not at the desired level. When the opinions of the education supervisors were examined, it was seen that many problems were encountered while performing their guidance duties. These problems are generally; insufficient number of vehicles, lack of branch supervisors, transportation difficulties, excessive workload, and long process in investigation tasks. In order for education supervisors to fulfill their duties efficiently, it has been revealed in the research that studies should be carried out to solve these problems that have been going on for years.

**Keywords:** Candidate teacher, supervisor, guidance, supervision

### Introduction

In a dynamic world that changes, renews and develops at a very fast pace, educational institutions have to keep up with the developments in information and information technology that have increased dramatically. Organizations that remain indifferent to these dizzying developments, cannot adapt, cannot prepare themselves for new situations in the future, adapt, and follow innovations will be doomed to loss of power and extinction because the society cannot fulfill the functions expected of them. According to Aytaç (2012), the organization is a social structure that includes individuals and institutions that meet for a common purpose in order to achieve a goal that is planned to be achieved in order to achieve a certain goal (cited in Işık, 2019). The organization can only survive if it is managed in accordance with its aims (Şişman and Taşdemir, 2008). Management is the process of regulating the activities and actions that an organization carries out in order to implement, sustain, revive and implement its predetermined policies (Güçlüoğlu, 1985). In businesses, management is considered as a process and these processes are expressed as planning, organizing, executing, coordinating and controlling functions (Parlak, 2016). In this framework, auditing, which is the last stage of the management process and is a very important function, is defined as "a function that shows the success of the decisions taken within the framework of the plan in the enterprise, and determines what has been done, where it has been reached and where it is" (Efil, 2015).

Identifying the problems that arise in changing and developing conditions, determining new strategies for the solution of these problems, improving the existing ones and increasing the quality by increasing the performance, ensuring a more effective and efficient use of public resources can only be achieved with a successful audit (T.R. Ministry of National Education, 2013-2014). Whether the schools, which are educational organizations, can carry out their actions in accordance with the purpose, the effectiveness and efficiency of education and training is ensured by the audit (Köybaşı, Uğurlu, & Demir, 2017). As stated by Erdoğan (2002), "The growth and development of a society depends on the successful execution of the activities of the institutions that compose it. The success of institutions/organizations is only possible by having an audit mechanism with certain scales." The expression expresses the importance of the word control once again (as cited in Gönül, 2020). Demirkasimoğlu (2011) stated the necessity of auditing in order to determine at what level an institution has achieved its predetermined goals, the process of developing its professional function and the effectiveness of using its resources.

Supervision is one of the constants of the education-teaching process. Auditing is a function that investigates and helps the reasons for insufficient performance in order to improve this situation when a performance situation is below the expected in an institution (Gümüş, 1999). Supervision aims to enlighten the horizons of teachers, students and stakeholders involved in this process, to create a desire for development and learning in them, and to increase their willingness and enthusiasm to work (Aydın, 2011). Contemporary Education Supervision,

which is a more modernized model, is replacing past supervision practices. One of the aims of the Contemporary Education Supervision; *“Assisting managers, teachers and other personnel to increase efficiency in education and training, to achieve the objectives of curricula at all levels, and to reach the modern quality education standards determined by the Ministry in education and training activities, to cooperate and provide guidance to them, to provide on-the-job training services” (MEB,2006).*

One of the most important links of the education system is the teacher. Teachers of the future are guides of future individuals. In an age where yesterday's knowledge has changed and renewed rapidly until today, the profile of teachers and students has also changed. Teachers are not only teaching but also learning, raising thinkers, bringing creativity to the fore, teaching the skills of discovering and revealing the different potentials of each child, developing verbal skills, understanding what they read and expressing themselves, questioning, analyzing information, problem solving and critical thinking. is the one who guides students to acquire their skills (McNeil, 1996:41, cited in Özçınar, 2019). At this point, the supervisor is the one who will help, and the first duty of the supervisor is to guide the teacher by contributing and supporting him/her to reach the targeted efficiency of all the action activities taking place in the school (Döş, 2005). Assistance to the teacher should begin as soon as he takes the first step into teaching. The candidacy period has an importance that will positively or negatively affect the decision-making process of the teacher about whether or not to continue in the teaching profession in the future. The experience to be gained in this process will reflect on future generations and indirectly on society (Özçınar, 2019). In the Turkish Language Institution (1998), while the word candidate is expressed as "a person being trained for a job", the word candidacy is defined as "training in a job" (Kara and Demir, 2020).

In the TRNC, candidate teachers start to work for 2 years under the responsibility and supervision of the supervisor, and at the end of these 2 years, those who show sufficient success, competence and suitability are appointed to the main teaching position. For those who cannot fulfill the necessary conditions, an additional period of one year is given to the trial periods. At the end of this additional period, candidate teachers whose eligibility is not approved are terminated by the Public Service Commission (MEB, 2015). In many studies, the problems experienced by teachers during their candidacy, which are the first years of the profession, the adaptation experienced at the beginning, the continuity of the classroom discipline, cultural and social harmony, motivation of the student, resource shortage, the method and techniques used in transferring information, student differences, communication problems, not adopting the school and colleagues. (Darling-Hammond, 2003; Fetherston & Lummis, 2012; Helms-Lorenz, Grift & Maulana,2016; Korkmaz, Akbaşı & Saban, 2004; Öztürk, 2016). In this context, the audit process and the characteristics of the auditor performing the audit are also important. Although the candidate teacher has a high level of knowledge, he needs professional guidance due to his deficiencies in the field of practice, adapting to the different and dynamic school culture, inability to assimilate the task, and not being able to convey his theoretical knowledge with appropriate methods. Supervisor supports, guides, provides confidence and friendly approach for candidate teachers to gain competence (Yalçınkaya, 2002). The inspector always keeps himself up-to-date, constantly renews his experience, and acts as a carrier of information (Tebliğler Dergisi, 1991; cited in Taymaz, 2015, p.95). The supervisor supports the teacher in the organization of educational activities and guides the teacher to be objective while evaluating himself and his students (Bursalıoğlu, 1987, p.188; cited in Taymaz, 2015).

Although the duties, authorities and responsibilities of education supervisors are much broader, they are defined as Guidance, Supervision, Inspection, Research, Preliminary Research and Investigation (TRNC, National Education Supervision, Evaluation and Steering Committee (MEDDYK), 2006). Educational supervisors are appointed as education supervisors if they are successful in a multiple-choice exam covering the topics of educational supervision field knowledge, legislation, and educational sciences. With the appointment of education supervisors, it is expected that ministry bureaucrats and university academics will fulfill their duties, authorities and responsibilities with short-term, non-continuous in-service training that includes only theoretical knowledge (MEDDYK, 2006) and to help and support the candidate teachers who have just started the profession by playing the role of guidance. (Taymaz, 2015). According to Sağır and Göksoy (2020), newly appointed teachers should be compatible with the environment, train and update themselves, solve the problems they encounter, eliminate the identified deficiencies, increase morale and motivation to achieve success, classroom management, teaching methods and methods suitable for the course, It includes the use of tools and equipment, the help needed to make the teacher's self-evaluation, and the guidance role of the education supervisor. Preventing the problems that candidate teachers may experience related to education will be possible with the guidance of the education supervisor.

While each field requires a separate qualification in itself, the high workload reduces the efficiency of each field. Britton, Goodman, and Rak (2002) conducted a study in the USA, and it was revealed that supervisors' teacher development competencies were weak and they could not fully perform their guidance function (cited in Aküzüm; Özmen, 2013). Bengihan (2006), in a study conducted in the TRNC, revealed that the task diversity of

supervisors should be rearranged. Both the teacher education practices in higher education and the candidacy processes at school, which are the successor of this process, are of great importance in terms of gaining competence in the profession of candidate teachers (Işık, Çiltaş, Baş, 2010).

When the literature researches made in recent years are examined, it is necessary that the process of preparing candidate teachers for the teaching profession in the Republic of Turkey should be more comprehensive, more qualified, more planned and more effective and productive (Akyıldız, Altun, Kasım; 2020, Yılar, Sarıkaya). 2017; Özçınar, 2019) were discussed. In the Cyprus Turkish Education System, Bardak (2015) stated that the teacher education program was restructured in universities, and Kuter (2009) stated that they did not have communication and cooperation between the Ministry of National Education and Culture, the University and the schools for internship training. It was stated that candidate teachers who went to internship in order to transform the theoretical knowledge they learned at the university into practice as a requirement of the practice course, did not receive sufficient guidance support at the school they attended (as cited in Bardak,2015).

A few of the decisions taken at the 5th National Education Council of the TRNC Ministry of National Education and Culture; 1) Preparation of a joint protocol with YODAK, Ministry of National Education and Culture, Teachers' Union and Higher Education Institutions for the improvement of teacher education practices in accordance with our age, 2) The stakeholders, the relevant institution, the responsible teacher at the school where the candidate teacher is doing their internship, and the supervisors of the Ministry of National Education should take part in the implementation of the internship (practice) programs of pre-service teacher candidates, 3) Conducting frequent inspections of guidance and evaluation in schools, following an improvement and development-oriented approach in the mentoring process of the inspectors, and having a feedback-based communication with teachers, 4) Increasing the number of qualified supervisors urgently so that the supervisor's "Assessment, Guiding and Guiding" functions are prioritized 5) Based on the fact that auditing is a "must have", it was necessary for all stakeholders to internalize a common understanding and to carry out the audit in integrity (MEB, 2014). In the study of Şahin (2017), it was concluded that the guidance for teachers was not done in real terms and there were many reasons for this. In the research of Yalçın (2020), it is suggested that fundamental changes should be made in the supervision system in the TRNC and the Republic of Turkey, the supervision mechanisms of successful countries should be taken as an example, and Taşdemir (2016) that supervisors should improve themselves in regular in-service trainings on guidance.

Again, in the comprehensive research conducted by the Economic Policy Research Foundation of Turkey, it was suggested that the inspection mechanism could not fully fulfill its functions, that the lack of competent inspectors weakened the system, that some arrangements should be made in the law of the National Education Supervision, Evaluation and Guidance Department, and that the job descriptions should be changed to a simpler one (TEPAV, 2013). The general purpose of this research is to examine and evaluate the effectiveness of the guidance function, which is the main duty of educational supervisors, according to the views of both candidate teachers and education supervisors. In line with the results to be obtained, it is to develop suggestions for the implementation of a more effective, more successful, developing and changing system, innovative contemporary audit approach for the functioning of both educational supervisors and MEDDYK institution. In this context, it is thought that the study will contribute to the literature.

In accordance with this purpose, answers to the following questions were sought in the study:

1. What are the opinions of candidate teachers and supervisors regarding the guidance duties of educational supervisors during the nomination process of candidate teachers?
2. What are the opinions of the candidate teachers regarding the guidance duties of the education supervisors according to the variable of gender, educational status and the number of times they attended in-service training?
3. What are the views of education supervisors regarding their guidance duties according to gender, educational status and years of service in supervision?
4. What are the opinions and suggestions of candidate teachers and educational supervisors regarding the supervisor's contribution to the internship process before being appointed to the teaching profession?

## Methodology

This study is a qualitative study conducted with the aim of examining the expectations of newly recruited candidate teachers from supervisors and examining the competencies of supervisors in fulfilling their guidance roles regarding the role of guidance, which is one of the responsibilities of educational supervisors. In this research, a form consisting of open-ended questions through "interview", one of the qualitative research methods, was used. Qualitative research is to examine, question and make sense of the origin of a problem, in

other words, the emergence process of this problem by following how it continues in organic environments (Creswell, 2009; Denzin & Lincoln, 1998).

### Research Universe and Sampling

The universe of the research consists of education supervisors working under the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus in the 2020-2021 academic year and candidate teachers working in different schools. Accordingly, 14 education supervisors and 88 candidate teachers constitute the universe, while 14 education supervisors and 74 candidate teachers are the sample of the research. Of the 14 education supervisors participating in the research, 3 are retired and 11 are on active duty.

### Data Collection Tools

The interview form was used as the data tool regarding the research problem. The interview form consists of two parts. In the first part, there are questions about the personal information of the participants related to the research. In the second part, there are research questions to solve the research problem. Research questions;

#### Questions asked to the candidate teacher:

- What are the positive attitudes and behaviors you encounter towards the guidance duties of educational supervisors during the candidacy process? Explain with reasons.
- What are the negative attitudes and behaviors you encounter towards the guidance duties of educational supervisors during the candidacy process? Explain with reasons.
- Do you think that the guidance role of the educational supervisors in your candidacy process contributes to your professional development? Explain with examples.
- Before starting the teaching profession, do you think that not only your advisor at the university but also the educational supervisors will contribute to your candidate teaching process during the internship process at schools? Please explain the reasons.

#### Questions asked to the supervisor:

- What are the problems that education supervisors encounter while performing their guidance duties for candidate teachers during the candidacy process? What solutions would you like to offer regarding this?
- What are your thoughts and suggestions about the contribution of the supervisor's guidance role in the internship process of the candidate teachers in the schools before they are appointed to the teaching profession?

In the research, the interview form prepared by the researcher was approved and applied by including the expert opinion. The study was carried out by adopting the principle of voluntariness.

In addition, face-to-face interviews were conducted with 2 training supervisors and their answers to the questions in the interview form were recorded with their approval. Again, 2 candidate teachers were interviewed by phone and their answers were noted during the interview.

### Data Analysis

In the research, content analysis was used in the analysis of the data obtained as a result of the interviews with the education supervisors and candidate teachers. Content analysis requires a closer examination of the data obtained and reaching the concepts and themes that explain this data (Yıldırım & Şimşek, 2018). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. In the content analysis of the data, the inductive approach was used by going from the specific to the general.

The data obtained from the interview form were first analyzed and made sense of by removing the unnecessary parts, then coding was done, categories gathered around certain meanings from these codes were created, these categories were thematized, and the findings were tabulated and interpreted in a way that could be understood. The results were obtained by including direct quotations from the opinions of the education supervisors and candidate teachers participating in the research.

### Findings

**Table 1.** Demographic characteristics of candidate teachers and supervisors

Candidate Teachers(n=74)			Supervisors (n=14)		
Demographic characteristics			Demographic characteristics		
Gender	Frekans (f)	Yüzde (%)	Gender	Frekans (f)	Yüzde (%)
Female	48	64,86	Female	11	78,57
Male	26	35,14	Male	3	21,43

<b>Total</b>	<b>74</b>	<b>100.00</b>	<b>Total</b>	<b>14</b>	<b>100.00</b>
<b>Educational status</b>			<b>Educational status</b>		
Undergraduate	49	66,22	Undergraduate	5	35,71
Master Degree	23	31,08	Master Degree	7	50,00
PhD	2	2,70	PhD	2	14,29
<b>Total</b>	<b>74</b>	<b>100.00</b>	<b>Total</b>	<b>14</b>	<b>100.00</b>
<b>Number of participation in in-service training courses</b>			<b>Supervisor duty year</b>		
1- 2 times	28	37,84	1- 4 years	6	42,86
3- 4 times	17	22,97	5- 8 years	0	0,00
5 times and more	26	35,14	9- 13 years	1	7,14
Never participated	3	4,05	14 years and above	4	28,57
			Retired	3	21,43
<b>Total</b>	<b>74</b>	<b>100.00</b>	<b>Total</b>	<b>14</b>	<b>100.00</b>

**Table 2.** Positive Attitudes and Behaviors Encountered towards Guidance Duties of Education Supervisors during the Candidacy Process

<b>Positive Reviews</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Guiding about education and training, transferring experiences, consulting	38	32,76
Constructive criticism, motivating, caring, attentive, tolerant, moderate, democratic	42	36,21
Giving suggestions for improvement in the missing points	7	6,03
It guides students to increase their motivation for the lesson.	2	1,72
Supportive and feedback	10	8,62
Guidance on classroom management, teaching methods, effective lectures, exam and homework preparation techniques and files to be kept	17	14,66
<b>Total</b>	<b>116</b>	<b>100.00</b>

As seen in Table 2, the supervisors are constructive criticism, motivating, interested, attentive, tolerant, moderate, democratic (f42), guiding the education-teaching, transferring their experiences, providing consultancy (f38), classroom management, teaching methods, effective lectures, exam and homework preparation techniques, and the files to be kept (f17) the most emphasized sub-themes by candidate teachers. Some statements according to the opinions of the participants are given below.

*“My education supervisor has always been a positive guide and supportive towards me while I was serving as a guide. Supervisor displayed a constructive and guiding attitude, not judgmental, in the deficiencies observed.” (C,1)*

*“The most positive aspect for me is that I can ask about the positive or negative situations I have experienced both in the classroom and outside the classroom, and that this door is always open when I am just at the beginning of my teaching years.” (C,2)*

*“Although I did not have the opportunity to meet my supervisor face-to-face due to the pandemic, I was very impressed by the fact that he was available and always helpful with a positive attitude. It has increased my motivation to do better.” (C,3)*

*“Thanks to my supervisor, I learned various teaching methods that would increase students' attention and motivation and increased my classroom authority.” (C,4)*

*“It is positive that my supervisor informs me before she arrives, speaks with smile face and sincerity before the lesson, makes me feel comfortable, allows me to see how he teaches the lesson by using the last 5 minutes during the lesson, and follows a guiding and experience-sharing attitude at the end of the lesson without being critical, offending or condescending.” (C,5)*

*“After observing my lesson in class, the supervisor told me which subjects I was successful in first and congratulated me. Then showed me how I could teach my lesson more effectively. Most importantly, we talked about how I can be better without making absolutely negative comments.” (C,6)*

*“My supervisor was very interested in my school adaptation process and examined the teaching materials I prepared and shared ideas.” (C,7)*



**Table 3:** Negative Attitudes and Behaviors Encountered towards the Guidance Duties of Education Supervisors during the Candidacy Process

Negative Reviews	Frequency (f)	Percentage (%)
There is nothing negative	40	39,60
Arrive unannounced and frequent	1	0,99
The supervisor is from a different branch	10	9,90
Seen as someone to fear	6	5,94
Not having a pre-interview with the candidate teacher before coming to the lesson observation and the stress caused by this	2	1,98
Lack of online meetings with the supervisor and disconnection during the pandemic period	4	3,96
The supervisor only guides during the nomination period, there is no continuity and the senior teachers are not supervised.	7	6,93
Theoretically received pedagogical education is not sufficient in practice and the supervisor's guidance is not sufficient.	3	2,97
Subjects differ according to student levels in schools and the supervisor is not understanding	3	2,97
The inspector's infrequent attendance of the candidate teacher's course and the insufficiency of the guidance	8	7,92
The supervisor receives incomplete information from the relevant department about which school the candidate teacher is working in.	3	2,97
Being oppressive and insistent on preparing annual plans, weekly plans, daily plans, and ending the curriculum rather than mentoring.	9	8,91
Supervisor's failure to consider the fact that each school has a different student profile and that the same activities cannot be done in all schools or even in all classes.	2	1,98
Temporary teachers do not receive any help from the supervisor	3	2,97
<b>Total</b>	<b>101</b>	<b>100.00</b>

As seen in Table 3, when asked about the negative aspects of educational supervisors' guidance duties (f74), the participant candidate teacher (f40) stated that there was no negative situation, and the candidate teacher (f34) stated the negative aspects. Some statements according to the opinions of the participants are given below.

*"I did not encounter any negative attitudes and behaviors other than the stress of "the inspector is coming." (C,8).*

*"My supervisor had urged me to use the schoolbook when we spoke for assessment after I entered my class, but the textbooks were never intended for vocational high school students. We had contact several times in 2 years, other than that we were not in contact. I would like to be with my supervisor more often and benefit from his experiences. I would like to hear advice about the course, writing lecture notes on the board, and classroom management." (C,9.)*

*"Sometimes they can be too "demand". Sometimes it is not possible to meet their demands in the unfavorable educational conditions we are in, and trying to meet these demands can create stress." (C,10).*

*"For me, the main problem with the supervisory process is that guidance is not given regularly after the appointments are made in person. However, the effort of the teacher to fulfill his duty during the candidacy disappears after the candidacy period. (C,11).*

*"Because my supervisor is not the supervisor of my branch and therefore does not have sufficient knowledge about my branch, the guidance given was limited to only the subjects such as teacher behaviors, ensuring classroom discipline, and explaining the lesson clearly. My supervisor could not give guidance on the resources I would use, the opinions of other branch teachers, and the curriculum." (C,12).*

*"I want the supervisor to guide and supervise me in my branch. There must be constant communication between the supervisor and the teacher. The supervisor seems to be someone to fear for the teacher." (C,13).*

*"Always standard annual plan, daily plan explanations and requests; In other words, I encountered an understanding that is far from guidance and dominant." (C,32)*

**Table 4:** Opinions of the candidate teachers about the contribution of the guidance task of the educational supervisors to the professional development during the candidacy process

<b>Contribution to professional development</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Raising awareness of deficiencies and increasing the quality of education	13	13,40
Exam question preparation techniques, methods of using materials, effective and efficient course preparation and teaching methods	24	24,74
Positive feedback and suggestions increase motivation	10	10,31
Giving experience and guiding with information	17	17,53
Files to be kept and teaching plans to be prepared, the way to follow student progress and guidance on assessment and evaluation	11	11,34
Suggestions for communicating with students and preparing effective course material in the pandemic period online course	4	4,12
Classroom management guidance and communication guidance	10	10,31
Guidance to be a teacher who follows innovations and constantly improves himself	2	2,06
Does not contribute to professional development	6	6,19
<b>Total</b>	<b>97</b>	<b>100,00</b>

When Table 4 is examined, it is seen that guiding about effective and efficient lesson preparation and teaching methods, exam question preparation techniques and methods of using teaching materials (f24), transferring experience and informing and guiding (f17) are the most emphasized sub-themes by candidate teachers. In the light of these opinions, participants stated that the guidance duties of the supervisors contributed to the professional development of the candidate teachers in the themes seen in the table above. Some statements according to the opinions of the participants are given below.

*"I was advised to take student-level notes, keep files, and track student progress. This allowed me to get to know our students better and to solve potential problems in advance."(C,14)*

*"Yes. With the suggestions given by my supervisor, I provide classroom management more easily."(C,15)*

*"It happened. My example helped me get into the habit of working with a group in my branch. I wouldn't have allowed it before, thinking that it would break the classroom order, but I did it with my supervisor, I liked it, and I continue."(C,16)*

*"It definitely contributed. Supporting and expressing that the communication with the students is important in the observation made in the classroom environment and that the use of the guidance service is an important step." (C,17)*

*"Yes I think. For example, he gave me good guidance on making practical and effective plans for daily plans."(C,18)*

*"Absolutely I agree. It has greatly contributed to my ability to create homework and projects more regularly and to make my assessment and evaluation more healthy." (C,19)*

*"Absolutely. I think that the key point of this process is the supervisors. In professional development, the candidacy process is actually the period when the foundations are laid, and the more solid the foundation is laid, the stronger the structure built on it will be and will be effective in real life. Rooted information is a must for candidate teachers. Especially about the steps to be taken in matters that require travel, observation and experimentation."(C,20)*

*"Whether the needs of the students are met, the correctness of the content of the curriculum, the usefulness of the techniques used, the attitude of the teacher in the classroom are definitely observed by the supervisor and recommendations are needed to make the education more effective. The direction of the inspector will increase the quality of the training given by the candidate teachers. For this reason, a teacher who has received the right guidance will both be a role model for his students and help them receive a more effective education."(C,31)*

**Table 5.** Opinions of candidate teachers on the contribution of not only the counselor at the university but also the educational supervisors to the candidate teaching process during the internship process at schools before starting the teaching profession

Guidance contribution of the supervisor during the internship process	Frequency (f)	Percentage (%)
It will contribute to the internship process	64	36,57
Be responsible for the trainee teacher	7	4,00
If the teacher is experienced, the supervisor's contribution is not required.	55	31,43
Gaining experience for the prospective candidacy period	7	4,00
Teaching	2	1,14
Pre-learning the methods of shift, exam, lesson preparation, annual plan preparation in schools	7	4,00
Learning from the supervisor what cannot be learned from the responsible course teacher during the internship period	9	5,15
Especially if the supervisor is from the same branch and guides	5	2,86
The university counselor does not know the school and student profiles and the supervisor is more experienced	8	4,57
Universities do not carry out a strict inspection and the procedures they follow are different.	4	2,29
Communication between the supervisor and the school teacher responsible for the intern	2	1,14
Responsible teachers at the school where trainee teachers are trained are very indifferent and feel like a burden.		2,86
<b>Total</b>	<b>175</b>	<b>100,00</b>

When the findings in Table 5 are examined, it is very striking that 64 of the 74 participants stated that the training supervisors' participation in that process would contribute to their guidance during the internship process. Based on the frequency numbers in the table, 55 of the participants stated that the experience they will gain before the candidate teacher is appointed to the teaching profession during the internship process will be beneficial. Some statements according to the opinions of the participants are given below.

*"I think it will definitely contribute. Because I did not see much contribution from my advisor at the university during my internship process. In addition, the teacher, whose lessons we took during the internship, did not share his views and suggestions with us. It will be very productive for first class, first year, first students with a supervisor who shares his experiences, opinions and suggestions."*(C,21).

*"Yes, I think it will help. Because the teachers at the university don't know much about the system in public schools. I believe that an experienced supervisor can provide many qualifications to the intern."*(C,22).

*"Absolutely it should. Because it is an excellent idea for both to go in parallel and to have preliminary experience. In this way, both the inspectors and the trainee teacher can evaluate the previous teaching performance."*(C,23).



"Yes. It will definitely contribute. Since the university counselor is interested in high-level students or educational techniques, I think that he could not go down to the level of lower (middle / high school) students and fully fulfill his duty of guidance. It will make a great contribution to the candidate teaching process if the education supervisors also serve as a guide during the internship period."(C, 24).

"Yes, it will be fine. It can contribute to the future."(C,25).

"Of course it will be effective. In fact, I cannot say that my advisor contributed much to me during the internship process. If our supervisors are also involved in this process, I think that our advisors can also act seriously. Unfortunately, there are teachers that we are responsible for, who act as if we are the burden given to them during the internship process. This makes the internship process even more difficult for us and damages the respect for our profession."(C,20).

"Absolutely I agree. Because the counseling provided by the school teachers during the internship period remains in the air. We do not have a real experience or we are only shown the good and bad sides of teaching. However, the involvement of inspectors in this process will provide real and insider views about the functioning of public schools, the curriculum and teaching in public schools."(C,10).

"I think it can contribute. As a result, our university advisors are only within the university environment and cannot necessarily look at some events from a different perspective. Participation of education supervisors in this process would be more beneficial within the framework of expectations. But the possibility of this wish being realized in our country is almost impossible. Since the number of our supervisor is insufficient, they have difficulty in fulfilling even the tasks given by the ministry. There needs to be a sufficient number of supervisors for this wish to come true." (C,26).

"The pedagogical education we receive in theory is often not easy in practice, and in this sense, trust needs to be reinforced under the leadership of the supervisor in order to ensure the teacher's self-confidence."(C,29).

Some expressions of the participants who were undecided about the supervisor's contribution to the guidance task during the internship process or who expressed an opinion that the supervisor's guidance role is unnecessary;

"I think supervisors have enough duties already. I think if it was possible to do this, it would have a positive effect on our candidacy process. But with the current number of inspectors, it would be unfair to fellow inspectors to attempt such a task." (C,19).

"Yes I think. Because our consultants at the university do not work with students in public schools, and our internships are very short-term, and I think that we are far from the student profile and classroom environment that we can encounter in real life by acting more superficially and rotely in private schools. I think the education supervisor would be more beneficial in terms of teacher education." (C,28).

"I received my pedagogical education at Dokuz Eylül University and did my internship in Izmir, in high schools and Anatolian High Schools. In this context, my teacher at Anatolian High School was my idol and I am still inspired by the methods and techniques of my teacher there." (C,29).

"I'm undecided. I'm sure it will be beneficial, but this time it may cause the student doing the internship to get too excite." (C,30)

"I think that the trainee teachers already have the ability to teach the necessary course due to the experience of our teachers at the school. In my opinion, it may be more productive for prospective teachers to observe at least 3 teachers during their internship, rather than supervisors." (C, 2)

I don't think educational supervisors can provide enough support to trainee teacher candidates, as there is a lot of workload on educational supervisors. (C,27).

**Table 6.** Problems faced by educational supervisors while performing their guidance duties during the nomination process of candidate teachers and suggestions for solutions.

Problems encountered	Frequency (f)	Percentage (%)
The constant relocation of teachers,	2	3,33
Due to the high workload, the time they can allocate to the candidate teachers is not enough,	8	13,33
Low number of supervisors and vehicles, transportation difficulties	12	20,00
The plans made for school visits can be changed at any time,	2	3,33

Negative attitudes and indifference of some school principals towards the supervisor,	3	5,00
Not ensuring that candidate teachers are in contact with their supervisors from the moment they are appointed,	4	6,67
Enforcement offices related to the MEDDYK institution do not work in cooperation, bureaucratic obstacles are effective,	7	11,67
Guiding and supervising the branches other than his own branch of the inspector	6	10,00
Not specifying what will be taken into consideration while inspecting candidate teachers,	2	3,33
Despite the fact that the MEDDYK law states that after teacher supervision, the findings should be given to the teacher in writing, such an application is not made	2	3,33
The investigative task takes a lot of time,	5	8,33
Failure of school principals and senior branch teachers to orientate candidate teachers	2	3,33
Deficiencies and inadequacies of candidate teachers in reflecting classroom teaching-methods and techniques, practice and field knowledge to teaching	5	8,33
<b>Total</b>	<b>60</b>	<b>100,00</b>
<b>Opinions and Suggestions</b>		
The number of supervisors should be increased	10	18,52
Candidate teachers should be observed and guided both online and face-to-face.	4	7,41
The candidacy period should be extended by 1 year when necessary, without being subjected to any pressure.	2	3,70
Supervisor should guide and observe his own branch	7	12,96
Allowances should be increased	5	9,26
Supervisor powers should be increased	5	9,26
A scale study should be done on the school principal scale.	2	3,70
Increasing the number of vehicles belonging to MEDDYK institution immediately	7	12,96
There should be cooperation and continuity between the MEDDYK institution and the enforcement offices.	8	14,81
Supervisors of the investigative task should be separated and trained in this area.	4	7,41
<b>Total</b>	<b>54</b>	<b>100,00</b>

According to the data and frequency results in Table 6, the participants stated that the most important problems encountered were the low number of supervisors and vehicles (f10), and the inability to allocate sufficient time to the candidate teachers due to the high workload of the supervisor (f8). According to the data results in the table, 7 participants stated that another important problem is that the candidate teachers do not work in cooperation with the executive offices they are affiliated with and the MEDDYK institution and there are bureaucratic obstacles. Some statements regarding the opinions of the participants are given below.

*“Not being able to make enough observations because the number of teacher candidates to be supervised is high despite the low number of supervisors. Not being able to observe the process in between because a long time passes between visits. Again, due to the lack of branch supervisors, supervisors have to supervise and guide teachers outside of their branches. This causes the erosion of trust between the teacher and the supervisor.” (S,1)*

*“The insufficient number of supervisors, for example, the absence of physical education female and male supervisors, the fact that I also have chief supervisor duties, and due to the excessive workload, I can visit my candidate teachers twice, for example, when I have to go for guidance and observation 3 times. This also creates stress.” (S,2)*

*“The fact that the plan and program for going to school and candidate visits can change at the last moment is due to the shortage of vehicles.” (S,3)*

*“Which school my candidates work in, accessing their contact numbers and hearing about the decisions taken in other relevant enforcement offices often stem from the communication problem with the relevant enforcement offices.” (S,3)*

The solution suggestions of some supervisors for the solution of the problems in Table 6 are given below.

*"In the first place, the number of supervisors should be increased, teachers should be supervised both face-to-face and online, the candidacy of a teacher who does not perform adequately should be extended for 1 year, and at the end of this period, if the supervisor is sure that he has made enough observations and guidance and that the teacher has not made progress, he should not approve of the nobility of the teacher. In this process, the inspector should not be subjected to any pressure." (S,1)*

*"Supervisors should provide guidance and supervision to candidates in its branches." (S,4)*

*"A vehicle should be allocated to four supervisor or the road should be brought to a level that can cover the costs." (S,5)*

**Table 7.** Opinions and suggestions of educational inspectors on the role of supervisors in the internship process in schools before candidate teachers are appointed to the teaching profession.

<b>Supervisor's opinions and suggestions regarding the supervisor's contribution to the internship process</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
The opinions and comments of the school administrators and the responsible teacher in the school where the internship is done are sufficient,	2	5,56
It would be very beneficial to have the cooperation of supervisors, school administrators, university counselor teachers, and the experienced teacher of the school they observe	10	27,78
All stakeholders should know according to which criteria the observations and internships will be made, and it should match the criteria desired by the inspectors in the field.	6	16,67
In case of an increase in the number of supervisors, the practice should be rearranged in order for the internship period and functionality to be efficient, and the supervisor should be in cooperation with the responsible teacher at the school,	10	27,78
Having a professional cooperation between the Ministry of Education and the relevant universities that train teachers regarding the observation and implementation process of trainee teachers	8	22,22
<b>Total</b>	<b>36</b>	<b>100,00</b>

As seen in Table 7, the majority of the participants stated that in case the number of supervisors is increased, the internship application program will be rearranged by higher education institutions in order to make the internship period and functionality more efficient at schools before being appointed as the main teacher, and the supervisor will take part as a stakeholder and cooperate with the responsible experienced teacher would contribute at the school. Another remarkable issue is that the Ministry of Education and related universities that train teachers state that there should be a professional cooperation regarding the observation and implementation process of trainee teachers. Some of the participants expressed their views as follows.

*"Teaching is a profession learned in the master-apprentice relationship. Candidate teachers should be guided on the job by educational supervisors during the internship process." (S,6)*

*"The supervisor can also contribute, but not on a full-time basis. Universities and school administrations should be more meticulous in this regard, universities and school administrations should choose the most experienced teachers among their current staff and hand over the trainee teachers to them. At the same time, the Ministry of Education should warn both universities and school administrations to be meticulous in this regard." (S,5)*

*"Unfortunately, this process is often not very useful for the trainee teacher. Because the responsible teacher has a curriculum to train and sometimes 2-3 trainee teachers are given to him. This causes the teacher to not allocate enough time to the interns and not to give much direction. However, if there are enough supervisors, they can observe and guide at a certain time." (S,1)*

### Discussion and Conclusion

In this study, the views of educational supervisors on the positive and negative attitudes and behaviors of candidate teachers and education supervisors regarding their guidance duties were discussed. In addition, there are opinions and suggestions of candidate teachers and education supervisors to contribute to this process with guidance duties in the last internship period of undergraduate education, before being appointed to the teaching profession. In this section, the conclusions reached in line with the findings obtained in the research and suggestions regarding these results are given.

Candidate teachers generally state that they have a positive attitude towards the educational supervisors in fulfilling their guidance duties, and that they have a constructive, motivating, interested, feedback, tolerant and moderate attitude. The study by Döş (2010) also supports this result. At the same time, it is seen that the experience of the inspectors is used. It is seen that the situations in which these experiences are most needed consist of classroom management, teaching methods, effective lecture teaching techniques, and communication with the student. These results are similar to the results of Beyoğlu (2017)'s study. In the study, the majority of the candidate teachers stated that they did not encounter any negative situation regarding the guidance duties of the supervisors. Some of the pre-service teachers had problems such as *"the supervisor being from a different branch", "the lack of sufficient and continuity of the guidance during the candidacy period, and the fact that the senior teachers were not supervised", "the supervisors give less importance to the guidance and are oppressive and insistent on the preparation of annual, weekly and daily plans"*. In the event that these problems are improved, it is expected that education supervisors will fully fulfill their guidance duties. Again, when the opinions of the inspectors are examined, the most important problem faced by the majority of them in fulfilling their guidance duties fully and completely is that the number of supervisors and vehicles is insufficient, there is a transportation problem, the workload is high, the investigation task takes a lot of time, and the time they can allocate to the candidate teachers is not enough. " view emerges. It is necessary to solve the transportation problems of supervisors and increase the number of supervisors (Bengihan, 2006; Fedai, 2012). It was concluded that some supervisors could not achieve their desired goal of guiding the branches other than their own and that they were uncomfortable with this situation, which is in line with the opinions of the candidate teachers. Yalçın and Bıkmaz (2020) emphasize that while increasing the number of supervisors, branch supervisors should be recruited and that a separate supervisory structure should be created for investigation duties by separating the guidance and investigation duties of training supervisors. Another problem is that the enforcement offices related to MEDDYK do not work in harmony and cooperation and it is determined that bureaucratic obstacles are effective. Cooperation and coordination problems are common among the units of the Ministry of Education (TEPAV, 2012).

Another result reached in the research is that, according to the majority of candidate teachers, it is stated that the guidance task of the educational supervisors contributes to their professional development, while some candidate teachers state that they have no contribution to their professional development. Based on the study findings of Tankı (2019), it is determined that making sufficient contribution to the professional development of teachers is proportional to the amount of time that educational supervisors will devote to guidance duties.

Candidate teachers, who stated that they contributed to their professional development, concluded that especially educational supervisors' guidance on transferring and informing their experiences, effective and efficient lesson preparation and teaching methods, classroom management and communication, using teaching materials and preparing questions are effective.

It is known that the internship process in schools before being appointed to the teaching profession is a very important process. Erden and Erden (2019) state that pre-service teachers do not have sufficient practice opportunities during the internship process in schools, and they cannot receive sufficient support during the candidate teacher process after they start to work as a teacher. Another result obtained in the study is that the opinions of both candidate teachers and educational supervisors overlap, that the guidance role of not only the counselor teacher at the university but also the education supervisor will make a significant contribution to the future teacher training period during the internship process before being appointed to teaching. On the other hand, some candidate teachers state that if the teacher in the school where they do their internship, who is responsible for the trainee teacher, is experienced, the contribution of the education supervisor will not be needed, while a few teacher candidates state that they are undecided on this issue. According to the majority of education supervisors, the increase in the number of supervisors results in the fact that the ministry of education and the relevant universities that train teachers can provide guidance to the candidates in the internship process if there is a professional cooperation for the observation and application process of the trainee teachers.

Depending on the results of the study, the following recommendations can be made:

- 1) 1) It is necessary to separate the supervisors who will carry out the investigation and the supervisors who will act as guidance, and a separate unit to carry out the investigation duties should be established, thus preventing the supervisors from experiencing role conflicts, and at the same time, the inspector should be provided with the opportunity to fully perform his main duty of guidance.
- 2) Implementation should be made to increase the number and duration of visits by education supervisors for guidance purposes.
- 3) Increasing the number of education supervisors and hiring education supervisors from open branches should be given importance.
- 4) National Education Supervision, Evaluation and Steering Committee; It should be in cooperation with the executive offices and should not vary according to the managers changing in parallel with the change of government.
- 5) More emphasis should be placed on the process of monitoring, supervising and evaluating the internship process, in which trainee teacher candidates will gain their teaching knowledge and skills in a real school and classroom environment. During the internship process, educational supervisors, the relevant higher education school, the school where the internship will take place, and the teacher responsible for the practice course should work in harmony by developing cooperation.
- 6) It is among the findings that teachers who work as temporary teachers also need guidance. New practices should be implemented that it would be beneficial for supervisors to guide temporary teachers as well.

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