THE EXAMINATION OF SCHOOL PRINCIPALS' OPINIONS ON THE ROLE AND RESPONSIBILITY THAT TAKEN IN SUPERVISION

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ABSTRACT
In this research, it is aimed to examine the roles and responsibilities of school principals in ensuring effective and continuous education supervision in schools. In this study, the data obtained by using the phenomenology design, which is one of the qualitative research methods. The working group consists of 17 school principals. The interview method was used as a data collection tool with the school principals. In the analysis of the data, interpretation was made using content analysis. As a result of this study, it is seen that school principals have an important role in ensuring effective and continuous supervision in schools, increase the control and motivation on teachers, and increase the efficiency and quality of the school. It has been revealed that school principals are open-minded towards this new supervision approach, and as a result, they can work more effectively and efficiently with teachers at school.
Keywords: Educational Supervision, School Principals, Effective and Continuing Education

Introduction

From the first moment of life to the present, human has been living as a constant ruler and ruled. As a social being, human beings establish economic, intellectual and emotional relations with their environment. Depending on these relations, there is a continuous interaction between individuals (Fırıncıoğulları, 2014). In order for this interaction to be healthy, the need for management processes has emerged. Drawing attention with his studies on management, Henri Fayol, management functions; planning, organization, management (order-command), coordination and supervision under five main headings (Aydın, 2007). In addition to the good management of schools, which are the most important stakeholders of education, their supervision undoubtedly increases efficiency. In order for schools to reach their goals, the process of working together between teachers and administrative staff and doing business is defined as school management. At this point, the duty of the school principal is; to ensure that the process in the school administration is managed in the best way, to strive for the effectiveness of the studies at the school, to organize activities in this direction by aiming at the development of the staff working at the school, and to create resources for the development of the school. It is seen that many different characteristics of school administrators play a decisive role in order for the activities in a school to be effective (Yıldırım, 2015). These characteristics of school principals include character structure and supervision center. The concept of supervision center has serious effects on managers (Özkalp & Kırel, 2010). In schools, principals have supervisory responsibility as well as managerial responsibility (Kurt, 2009). School principals carry out their supervision duty by supervising everything in the school (Başar, 1988). It has been determined that supervision is a serious process in educational organizations as in all organizations. In order for school principals to ensure that their programs are carried out in their schools, it is seen that it is obligatory to evaluate the work done and provide feedback by performing continuous supervision (Bergman, 1998).

Supervision is seen as one of the most important elements of good management of a school. Good education, training and development of the students in the school is achieved through good supervision. If there is a lack of control in organizations, disorder, loneliness and stagnation occur within the organization and as a result, the organization begins to weaken (Kimbrough & Burkett, 1990). It is of great importance for countries to make schools an efficient educational environment (Sergiovanni & Starratt, 1993). The most important task of school

principals is to ensure that the members of the organization in the school are evaluated as a good education leader (Dönmez, 2002).

The process of both working together and doing business with the stakeholders in order to fulfill the goals of the organization is expressed in the form of school management. On the other hand, the school principal is the person who manages this process in the best way, strives for the effectiveness of the organization, aims to develop his/her teachers and makes various practices for this, and provides resources for the development of the school (Ağaoğlu & Ağaoğlu, 2020).

Nowadays, it is seen that there are great changes in the roles of school principals in schools. One of these changes has been determined as school principals giving more importance to supervision activities. As a result of the supervision studies carried out by the principals in schools, the productivity of the teachers increases and it is seen that the school principals can provide vocational guidance to the teachers when they need them (Mohanty, 2005). When the leadership roles of school principals are examined, one of these roles is supervision (Knoll, 1987). Due to the fact that supervision is one of the leadership roles, it is of great importance for individuals to develop themselves and be professional, especially in order to ensure a good supervision. Supervision; since it creates continuity, it should be ensured that all activities of personnel and teachers are observed and as a result, the real situation is revealed (Dumrul, 1986).

The concept of supervision consists of four elements. These items are; determining the situation, making the evaluation, realizing the correction and development (Başar, 2004). In the case of examining the information available during the evaluation phase of the supervision, it is determined as performing the examination by evaluating the conditions and processes (Aydin, 2014). In a supervision conducted within a school, the supervisor must undertake five different tasks. These tasks are; researcher, leader, manager, guide and instructor (Taymaz, 2002). The reasons for the use of supervision in the education system have been determined as follows. These are;

- Supervision is a requirement of the education system,
- Supervision ensures that the opportunities spent on education are used correctly,
- Thanks to the supervision, the activities of achieving, monitoring and supervising the desired targets within the training are carried out.

Supervision ensures that people's behavior is controlled for the benefit of the public and the institution. As a result, it is determined to what extent the objectives have been achieved in the school together with the supervision (Bursalıoğlu, 2002). Supervision; It is defined as the process of examining whether organizational actions are in accordance with the principles and rules determined within the framework of accepted purposes (Aydın, 2014). When the definition of supervision in terms of educational institutions is examined; It aims to improve the teaching and learning processes of supervision, to improve the assistance provided to teachers and to increase the success of students studying at school (Wiles, 1967). Supervision in education programs; It is defined as providing a focus on education, monitoring and correcting the functioning in order to prevent the deviation of the school from its goals, and generally evaluating all educational programs (Cogan, 1973).

Supervision in the education system develops through changes and parallel processes in management approaches and theories. It has been determined that supervising is continuous and it has an educational aspect within this continuity process (Ozden, 1992). Supervision is seen as the last stage of management processes. Audit emerged as a managerial requirement and started to be used. Supervision has been determined as a natural result of the determination of the organizations within the enterprises to maintain their own existence. As a result of an effective supervision approach, the efficient use of resources and the correct direction of education staff, the desired goals in education are achieved (Ergün, 2018). In educational institutions, supervision is not seen as a pressure tool, but as a continuous education tool. Supervision should be done within a business as a result of establishing an interactive relationship rather than a hierarchical relationship (Glickman, Gordon, & Ross-Gordon, 2014)

The main purpose of the schools has been determined as the completion and correction of the deficiencies and the development of self-control awareness for all education stakeholders. Audit; It is called as taking the necessary measures to achieve the result by following the stages of realizing the goals of the organization within the institution (Altıntaş, 1980). The main purpose of supervision in schools; It is stated that it is to increase the efficiency of the teachers working at the school and thus the success of the students (Marshall, 2005).

When the general purpose of the supervision is examined; It is explained as determining the realization and status of the objectives of the organizations within the enterprise, and in this case, taking the necessary measures

to get better results. In the education sector, it is seen that the inspection concept is used in the past years to reduce errors. Today, the development of the education and training process is provided by the guidance process. Thanks to supervision, learning and teaching processes are developed and the outputs obtained are qualified (Burgaz, 1995). With supervision, teaching objectives are achieved within the education process.

In accordance with the objectives determined as a result of the implementation of supervision in educational institutions, it is ensured that the management of educational institutions, good communication with personnel and parents in educational institutions, and school principals fulfill their duty of supervision within the educational institution in an objective and democratic way.

The aim of this study is to examine the opinions of school principals about the role and responsibility they can take on supervision in the TRNC and to reveal the opinions based on the application of the supervision mechanism in the environment of schools in TRNC. The basis of the research is to determine the opinions of the school principals with the interview forms applied to the school principals in the 2020-2021 academic year and to make suggestions for the process. In the context of this main purpose, answers to the following questions were sought:

1. What are your views on empowering managers to carry out more frequent supervision and assume a more guide role within the framework of supervision implementation laws?

2. How would you describe the positive and negative aspects of the authorization application manager within the framework of the laws of supervision?

3. Does your school have any auditing program for a specific purpose? If yes, please give brief information about how and for what purpose it was carried out.

4. If you are asked to carry out an supervision program in your school, explain for what purpose you would like the plan to be designed by stating your suggestions.

With this research, it is important to address a problem that has never been examined in terms of ensuring a more effective supervision activity in schools by giving a new and active dimension to the duties and authorities of school administrators and inspectors affiliated to the TRNC Ministry of National Education and Culture.

Methodology
Research Model
The study was carried out in the qualitative research technique. In qualitative studies, it is seen that data collection techniques such as observation, interview and document analysis are used. In qualitative analysis, perceptions and events are presented in a realistic and holistic way in the natural environment. As a result of qualitative research, a flexible approach is offered to the researcher, thus contributing to the consistency of various stages within a certain focus frame (Yıldırım & Şimşek, 2006).

Research Universe and Sampling
The study group of the research consists of 17 principals working in schools in Nicosia, Famagusta, Iskele, Lefke, Güzelyurt and Girne in the 2020-2021 academic year under the TRNC Ministry of National Education and Culture. Here, it was determined that the purposeful sampling method was used in the determination of schools and principals, since it provides an in-depth investigation of rich sources of information.

11 male and 6 female school principals participated in the research. Examining their professional seniority, it was determined that 9 participants had 1-5 years, 5 participants 6-11 years, 2 participants 12-17 and 1 participant had more than 18 years of professional seniority. Participants' English (1 participant), Physics-Science (1 participant), History (1 participant), Mathematics (3 participant), Art History (1 participant), Chemistry-Science (2 participants), Turkish Language and Literature (1 participant) , Chemistry (1 participant), Tourism (1 participant), Philosophy (1 participant), Trade Vocational Courses (1 participant), Physics (1 participant), Accounting-Business (1 participant), Geography (1 participant) branches. . It is seen that the participants are directors in Lefke (1 participant), Nicosia (3 participants), Iskele (4 participants), Famagusta (5 participants), Girne (3 participants) and Güzelyurt (1 participant).

Data Collection Tool
The data of the research consists of 4 semi-structured open-ended questions developed by the researchers. The interview form, which was prepared, was examined by the experts in the field and examinations were made in line with the opinions of the experts. Afterwards, this interview form was read to 3 principals and asked if there were parts that could not be understood or had confusion in terms, and the interview forms were corrected accordingly. In order to ensure validity in a qualitative research, the researched phenomenon should be observed as it is and as impartially as possible. As a result of the examination made in this respect, it is seen that the

validity of the form is ensured. In the interviews, it was determined that the research data were written by taking notes. After the individual interviews were completed, the written data were checked. Interviews with the participants lasted 10-15 minutes. Interview questions were prepared in advance and the participants explained their thoughts on the subject (Bogdan & Biklen, 1998).

Data Analysis
Before analyzing the data obtained in this study, interview records were examined. Interview recordings are used one-to-one. The themes were formed by examining the interview data and organized in accordance with the themes. The views expressed by each participant were reviewed two or three times (Creswell, 2002). The opinions of the interviewees were written independently (Maanen, 1998). The data obtained in the research are analyzed with qualitative research methods and evaluated with content analysis. While the content analysis of the data used in the research was carried out, the obtained data, concepts and themes were examined and brought together.

Findings
As a result of the research, it is seen that there are many different opinions under the category of "Authorization by Audit" when the participant opinions about the authorization of the managers in order to conduct more frequent audits and to give more guide roles within the framework of the audit practices of the managers. While 43.33% of the participants thought that "increasing the authority given to principals and creating time for supervision and guidance" would be beneficial, 13.33% said that "the workload of principals who develop suggestions for the responsibilities of schools and the solution of existing problems is too high". Additionally they stated that "the inspection department should be more active, the inspectors should be in schools all the time, and the cooperation with the school administration on supervision and guidance should be increased". 6.67% of the participants stated that "laws are ineffective in terms of sanctions", "strict supervision will be tiring and time-consuming for principals" and "guidance role is not fully realized due to differences in teaching methods of courses". Table 1 shows the opinions of the managers regarding the authorization to conduct more frequent audits and to be given more guide roles within the framework of supervision practices.

Table 1. Opinions of managers regarding the authorization of managers for more frequent audits and more guidance roles within the framework of supervision practices

Authorization by Supervision	Frequency (f)	Percentage (%)
Managers have too much workload	4	13,33
Laws are mostly ineffective in terms of sanctions	2	6,67
Frequent auditing is tiring and a waste of time in performing other responsibilities	2	6,67
Inability to fully realize the guiding role due to branch differences	2	6,67
Aid should be increased, not empowerment.	1	3,33
Giving his subordinates responsibility for his supervision	1	3,33
The inspection office should go to schools more actively and cooperate with the school administration in the field of supervision and guidance.	4	13,33
Increasing the powers of the manager, creating time for supervision and guidance and making it useful	13	43,33
Increasing the authority, determining the written and verbal warning criteria and sending the teacher to the ministry after 3 warnings	1	3,33
TOTAL	**30**	**100,00**

When the opinions of the managers on the positive aspects of their own authorization within the framework of audit practices were examined, it was determined that there were different opinions. When the opinions of the participants were examined, 27.78% said that supervision and guidance can be carried out effectively and quickly, 22.22% said that the communication and guidance of the principal was fast and effective because he knew the teacher well, and 16.67% said that the lessons were more efficient with the increase in in-school supervision and they stated that it will be effective. The views of the participants on the positive aspects of empowering managers within the framework of audit practices are shown in Table 2.

Table 2. Participant views on the positive aspects of empowering managers in the framework of supervision practices

Positive Aspects	Frequency (f)	Percentage (%)
Ensuring that the lessons are more effective and efficient with the increase of in-school supervision,	3	16,67
Since the school principal knows the teacher very well, his communication and guidance is faster and more effective,	4	22,22
Developing the school's sense of justice,	1	5,56
Supervision and guidance can be carried out effectively and quickly,	5	27,78
Teachers should pay more attention to their duties and responsibilities,	2	11,11
Insufficient number of supervisors, school principals' ability to guide and supervise more teachers,	2	11,11
Establishing a link between the Ministry's supervision units and the school,	1	5,56
TOTAL	**18**	**100,00**

When the opinions of the participants about the negative aspects of empowering principals within the framework of inspection practices were questioned, 36% said that school principals could use their powers maliciously, could not be objective, 24% said that the principal with a lot of responsibility would have a lot of time to audit and there would be a decrease in the time they would devote to their main duties. and ten of them stated that while the manager can contribute more to those in his own branch, supervision and guidance in other branches may also be insufficient. The opinions of the participants about the negative aspects of empowering managers within the framework of audit practices are shown in Table 3.

Table 3. Opinions of participants on negative aspects of authorizing managers in the framework of supervision practice

Negative Aspects	Frequency (f)	Percentage (%)
School principals' abuse of broad powers, and if they are not objective, they can lead to conflict, favoritism and unrest,	9	36,00
The manager, who is very busy with administrative affairs, has time concerns for other duties by also auditing,	6	24,00
The manager's inability to guide, supervise and direct different branches by contributing more to those in his own branch	5	20,00
Being a subject open to personalization,	4	16,00
With the decrease in the need for supervisors, the closure of these cadres occurs,	1	4,00
TOTAL	**25**	**100,00**

As a result of the evaluation of the opinions of the principals on whether there is any inspection program applied for a specific purpose in their schools, 21.74% of the participants were in the curriculum, evaluation, in order to evaluate the deficiencies and adequacy in the books, 17.39% of them were in classroom management, course presentation and monitoring of competencies. , 17.39% use it in the supervision of fulfillment of responsibilities, 13.04% in communication among teachers, commitment to their duties, 13.04% in teacher registration forms. In Table 4, the views of the participants on whether there is any supervision program applied for specific purposes in the school are shown.

Table 4. Participant opinions on whether there is any audit program implemented for a specific purpose in the school

Supervision Program and Effects	Frequency (f)	Percentage (%)
Curriculum, assessment and evaluation, student-teacher problems, incomplete and adequacy evaluation of existing textbooks in regular group meetings,	5	21,74
Making more effective and efficient lessons by evaluating the classroom performances of teachers,	2	8,70
Monitoring the teacher's classroom management, lesson presentation and competencies when there is time left for routine work,	4	17,39
The daily routine of the school administration to follow up on the communication between teachers, commitment to their duties, arrival and departure times to school,	3	13,04

Filling in teacher registration forms,	3	13,04
Inspecting the exam questions in case of any objection,	1	4,35
In terms of the reliability of the exams, common exam inspection of exam questions at both score and grade level	1	4,35
Supervision of the responsibilities of staff and teachers,	4	17,39
TOTAL	**23**	**100,00**

If the principals are asked to carry out an inspection program in their schools, when their opinions and suggestions about the purpose of designing the plan are questioned, 13.46% of the participants say that the teachers fulfill their responsibilities, the students obey the school rules and internal audit is ensured, and 11,54% say that the inspectors are more involved with the teachers and principals. 9,62% of them stated that it is compulsory to participate in in-service trainings and that the development of teachers should be supervised. On the other hand, 7.69% expressed an opinion in line with the use of school administrative staff and teachers for the purpose of supervision on legal knowledge and technological competence. Table 5 shows the suggestions of the school principals regarding the aims of the plan to be designed in case it is desired to carry out an supervision program at school.

Table 5. Suggestions of participants regarding the purposes of the plan to be designed in the case of desire to conduct an supervision program at the school

Suggestions about the Supervision Program Requested to be Conducted at the School	Frequency (f)	Percentage (%)
Fulfilling the duties and responsibilities of teachers, internal auditing for students to comply with school rules,	7	13,46
Constant communication of supervisors with teachers and principals,	6	11,54
Implementation of sanctions for negative reports written about the teacher	2	3,85
Supervision of the school principal within the framework of a plan in order to maintain the efficiency of teachers whose nobility is approved.	1	1,92
With the central end-of-term exam, all teachers follow the curriculum jointly and control equality between schools.	3	5,77
Inter-branch harmony and equivalence audit,	3	5,77
Establishment of school budgets and expenditure audit	1	1,92
Legal, legal knowledge, technological competence supervision of school administrative staff and teachers	4	7,69
Supervision of teacher absenteeism,	2	3,85
Supervision of school physical structure and needs	1	1,92
Supervision of school canteen and school buses	1	1,92
Supervision of students' achievements and educational activities	2	3,85
Periodic supervision of the adequacy of classroom-workshop-laboratories,	1	1,92
Measuring teacher productivity at regular intervals for each branch and implementing a reward-punishment system	2	3,85
Supervising the teacher to ensure that their clothes are worthy,	1	1,92
Making it compulsory for teachers to participate in in-service trainings and supervising their development	5	9,62
Evaluation of the teacher's adoption of the corporate culture	1	1,92
Conducting school general inspection within the framework of the plan-program to be prepared by the Ministry,	3	5,77
Supervision of the evaluation of teacher classroom performances by students and parents with questionnaires,	1	1,92
More effective supervision department,	3	5,77
Taking control of teacher supervision by filling the positions of department chiefs that have not been opened in schools for years,	2	3,85
TOTAL	**52**	**100,00**

Discussion

The importance and place of school principals regarding the supervisory task finds its place in the studies conducted in the literature (Bursalıoğlu, 1980; Sağlamer, 1985; Kowalski, 2003). Considering the principle of continuity in supervision, school principals should conduct observations and necessary examinations continuously throughout the year (Başar, 1988).

Over the years, the roles of school principals have changed. It is expected that these changes will create an increase in the importance that school principals attach to supervision. There are some factors that are thought to play a role in the increase in the importance that school principals attach to supervision. Some of these factors are the changes in thoughts about supervision, the current view of supervision as a guidance process, the necessity of performance improvement in the schools administrative and teacher staff, the inadequacy of the number of supervisors and the deficiencies in the current supervision system (Yılmaz, 2009).

If it is accepted that school principals are now seen as instructional leaders, principals can provide more accurate guidance for teachers in terms of their effective and efficient teaching performance and development of planned activities. In addition, since the school principal knows the teachers he/she works with, he can establish healthy and good communication and enable teachers to behave more attentively and selflessly towards their responsibilities and duties. It can provide a better communication, information flow and relationship between the teachers in the institution and the higher board to which it is affiliated.

The authority to supervise has the potential to affect school principals and school structure both positively and negatively. In some studies, it is stated that school principals who take responsibility for supervision have problems with time management in orientation, supervision is not correct or effective due to branch differences, and there are problems in cooperation with teachers. It has been stated that the lack of time allocated to teacher inspections is usually due to the intensity of school principals' other administrative work (Dibia, 2013; Onuma, 2015; Ergen & Eşiyok, 2017). Also in this study, 24% of the participants stated that the manager with more responsibilities would not have much time to supervise and the time to devote to his main duties would decrease. While 20% of the participants stated that while the manager can contribute more to those in his/her own branch, supervision and guidance in other branches may be insufficient gives a result. 36% of the participants are disturbed by the malicious use of the supervisory authority given to the managers, the lack of objectivity and the presence of human favoritism.

When the participants were asked about their "recommendations regarding the aims of the plan to be designed in the event that a school inspection program is requested", it was stated that it was necessary to make teachers' in-service training compulsory, to ensure internal control in fulfilling teacher responsibilities and complying with student rules, and by existing inspectors to communicate more with the school principal and teachers.

The effect of supervision by the school principal on both the teacher and the student can be an advantage in terms of creating a positive effect when considered in terms of space and time. The basis of this advantage lies in the fact that the supervision takes place at the appropriate time and place, as well as the school principal's recognition of the teachers. However, this authority to be given to the school principal can cause the situation to turn into a disadvantage because the principals cannot be objective, act emotionally, deficiencies in their branch knowledge and cannot spare enough time for their supervisory duties due to the intensity of administrative work.

As a result, it will be possible to carry out more functional managerial audits if the powers of the managers in auditing are increased. However, in this case, organizing in-service trainings for managers on supervising will make the functioning of the audit mechanism more efficient. In addition, awareness can be raised for the parties by giving lectures on teacher supervision in education faculties. Moreover, school principals should be encouraged to do graduate studies in the field of education administration and supervision.

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