

Teacher Opinions on Course Supervision in Preschool Institutions

Osman Tayyar Çelik⁴ & Cihangir Kaçmaz⁵

Article Type: Research Article

Received Date: 15.11.2021

Accepted Date: 06.12.2021

Abstract: In this study, it was aimed to reveal the opinions of teachers regarding course supervision. In line with this purpose, “How should the course inspections be? search for an answer to the question. Phenomenology design, one of the qualitative research designs, was used in the research. The study group of the research consists of 20 teachers working in various schools in Malatya in the 2021-2022 academic year. Purposive sampling method was used in the research. In the study, a semi-structured interview form was prepared in order to determine the views of teachers on course supervision. In the Semi-Structured Interview Form, there are questions to determine the opinions of teachers about course supervision. The data obtained in the research were reported by the researcher with descriptive and content analysis method. In the research, it has been determined that the course supervisions made by the school principals contribute to the elimination of the deficiencies by identifying the teachers and the education and training process, to increase the motivation of the teachers, to keep the education-teaching process under control, to the development of the teachers, to the increase in academic success, to the efficient work of the teachers and to the solution of disciplinary problems.

Keywords: Preschool, School Principal, Supervision, Inspector, Teacher

To The This Article: Çelik, O. T., & Kaçmaz, C. (2021). Teacher opinions on course supervision in preschool institutions. *Anadolu Türk Eğitim Dergisi*, 3(2), 25-41.

⁴ Corresponding Author: Osman Tayyar ÇELİK, Inonu University, Malatya/Turkey, otayyar.celik@inonu.edu.tr ORCID: 0000-0003-3951-7261

⁵ Author: Cihangir Kaçmaz, Bingol University, Bingöl, Turkey, ckacmaz@bingol.edu.tr ORCID: 0000-0003-0649-5254

Introduction

Education has many social, economic and individual functions and is an important factor in the development levels of countries. In addition, educational environments also have indirect effects such as the socialization of children (Kay ve Sağlam, 2021). The fulfillment of the expected functions of education primarily depends on the achievement of the desired goals of each education level. Therefore, there is a need for supervision in determining the level of achievement of the objectives, the problems in the processes and the areas that need improvement. If there is no control, problems could cause chaos (Basaran, 1982).

It can be said that the most important task of school principals in monitoring the processes in the school, identifying problems and taking precautions, controlling whether the school is functioning in line within its objectives. In short, when education is considered as a system, all parts of the system should work in harmony. Supervision is an effective tool in ensuring school principals achieve their goals effectively. In this context, it is important for school principals to adopt supervising-based approach that contributes to the processes; in detecting problems, taking precautions and making necessary improvements. Rather than making the feel teachers controlled by authority, school principals should evaluate the supervision with an approach in cooperation, improvement, common problem solving and meeting expectations (Özmen & Batmaz, 2004). No matter what kind of educational organizations the inspection is carried out in, it must be indexed to success and quality. Since it is not possible for the school principal and the teacher to not make mistakes. If the mistakes are tolerable, they should be warned. If events are exaggerated in order to create fault or criminals, it becomes inevitable to pacify and intimidate people. In that case, efficiency can not be managed in educational studies and administration (Atay, 1999).

It is important to evaluate the processes such as the effectiveness of the school principals' course supervision, their contribution to the teachers, the proficiency of the school principals and deficiencies from the perspective of the teacher, as another stakeholder of the supervision. The results of the research will provide evidence in terms of structuring the course supervision in a qualified way. In this context, it was aimed to determine the opinions of teachers about classroom supervision in pre-school institutions.

Conceptual framework

Supervision is a process involves measuring performance to ensure desired targets are achieved. The purpose of supervise; to reach the specified performance or moving to a higher level. Supervision is based on information used in decision making and problem solving. Supervise; monitors whether the right transactions are carried out correctly and at the right time. For many people, the word control means a set of negative meanings such as being watched, limited or forced. However, if the supervise is carried out successfully, it helps individuals, groups or organizations to reach their short and long term goals (Şahin, 2009).

Educational organizations also need supervision such as every organization. Educational supervision has mostly been handled within the education administration, so it has remained in the shadow of this study area. It has been considered by many authors in the literature as a necessary process for the development of school, teachers and teaching (Beycioğlu & Dönmez, 2009). Supervision in education was seen as a job done by inspectors and principals; perceived

as a harsh and frightening concept. The immediate goal of supervision is to improve everything related to the school, and its distant goal is to make everyone self-control, including teachers, students and administrators. Students, parents, teachers need to make corrections and improvements; they should also supervise the school and themselves. In this sense, supervision is the duty of everyone who is related to the school (Başar, 1995). According to Sergiovanni and Starratt (2007), the purpose of supervision is to contribute to the educational capacity of schools in order to increase the success. At the center of the system there should be control mechanism in which teachers constantly help each other to develop their teaching skills and capacities (<http://curriculumandtesting.files.wordpress.com>).

Modern supervise consists of due diligence, evaluation and correction-development elements. Every supervise-related activity should be planned, implemented, and evaluated and developed as a result of implementation. According to Başar (1995), the supervise processes are as follows:

Determining the status

At this stage, it is aimed to find correct and complete answers to these questions: “what, how, why?”. The aim is to identify the existing situation as if you were taking a picture of it. Information gathering should be multi-faceted and the opinions of those concerned should be sought. To determine the situation;

First of all, a supervise plan should be made. In the planning, the status of the school staff, the course schedules, and the number of teachers should be taken into consideration.

-A preliminary interview should be done. It would be appropriate to inform the teacher one week in advance and to specify the documents to be requested during the inspection. Before the inspection, the teachers are interviewed to discuss whether there are any problems in terms of supervision regarding the students, the classroom and themselves. The teacher's views on daily life and other processes are taken into consideration. A preliminary interview make the information updated.

-Observation-examination. As a result of the pre-announcement of the supervision, the teacher makes up for his deficiencies through self-control, tries to get rid of his/her mistakes and does the best he/she can. Before the observation, the teacher's documents and the lesson plan should be examined together to be aware of the objectives of the lesson. A supervise done without knowing the purpose will be a random supervise. Observation should be done without disturbing the classroom environment and creating an atmosphere of control.

Evaluation

Evaluation is the estimation of the result as a value judgment according to the determined standards. The first stage of the assessment is the post-observation interview. The interview should be held in a separate place outside the classroom and it avoid the loss of information. In the interview, first the positive aspects and then the aspects that need improvement, if any, are stated. Teacher opinions are also taken into consideration. In order to achieve better results, the supervisor and the teacher exchange views and try to make practical decisions. The meeting should be conducted within the framework of mutual respect and positive human relations. The work done and the person doing that work are evaluated. The current situation and conditions should be taken into account. The teacher should be evaluated with concrete measurements

according to the work he does, not according to his personal characteristics. Evaluation should be continuous.

Fix and development

It is related to the immediate target of the supervise. Based on the evaluation results, deficiencies are completed, wrong practices are replaced with correct ones. If there is any unnecessary redundancy, they are also eliminated. Correction processes require different actions according to time, scope, importance and possibilities.

The essence of supervise services are; comparing the existing situation with what it should be, finding errors, deficiencies and deviations, revealing faulty and incorrect applications. Defective behavior is mentioned in cases where public services are performed late, poorly or not at all. The ideal and desired situation is that these defects are absent or minimal. Defects and malfunctions must be revealed for correction and development (Taymaz, 2010).

Evaluation of all supervised activities reveals the quality of the supervise. The three dimensions of evaluation, which are purpose, operation and product, are closely related. By considering the three dimensions together, a conclusion is obtained about the employees of the institution and a decision is made. The evaluation made in the supervise covers the transactions at these two levels. It requires conducting inspections and examinations in order to evaluate the studies planned and carried out, comparing the data obtained, and finally making a judgment (Taymaz, 2010).

While educational supervision is a broader concept that includes the general evaluation of the education system, course supervision is a type of supervision that focuses on learning processes within education supervision. Is carried out during or separately from the general supervisions at schools, to examine and evaluate the compatibility of teachers among themselves, their work, the methods they apply, their proficiency in applying them, and the growth level of the students (Taymaz, 2010).

In the assessment of the teaching; when focused more on the teachers, the evaluation of the teaching can turn into the evaluation of the teacher. Evaluation of the teacher should be considered only as a part of the evaluation of teaching (Başar, 2000). While there are those who support the course supervision, which is used as a method of evaluating the effectiveness of the teacher, there are also those who oppose it. At the beginning of the criticism is that the best performance of the teacher can be observed in a short time but not continuously, the natural environment of the classroom can be disrupted, the teacher can hide his deficiencies and mistakes, and objective data cannot be provided. However, a better method of determining the situation of the teacher in the classroom environment has not yet been found. Classroom environments can be monitored with audio and video systems, but these methods may cause the above-mentioned inconveniences and break the rules of civilized behavior. A good supervisor can minimize these drawbacks by arranging the pre-lesson meeting well and making them forget that they exist in the classroom. For this, the supervisor should know the observation techniques well and be sensitive and skilled in human relations (Başar, 2000). Competent supervisors can help to meet the real development needs of teachers by collecting the right data with the right observations (Aydın, 2013).

Each level of education contributes to the life of the individual at different levels. Pre-school education, which is the first stage of education, has a special importance because it forms the

basis of this construction (Gömleksiz & Kay, 2019). In addition, when it is considered that the 4 basic elements of education (target-content-educational situations-assessment and evaluation) of education programs are designed to be functional, it is concluded that the final and active implementers of these programs are teachers. Therefore, the course supervision of teachers as practitioners is important in reviewing the process (Boncuk, 2021). In the research, it is aimed to reveal the opinions of teachers about course supervision in pre-school education institutions. As a result of the research, the questions of by whom and why lesson inspections should be carried out in preschool education institutions, how often and why lesson inspections should be carried out, according to which principles, what should be the qualifications of preschool education institution principals regarding lesson inspections, what school principals should pay attention to during lesson supervision were planned to be answered. It is also aimed to reveal the contributions of supervisors to teachers and education-teaching process. In line with the stated purposes, answers were sought to the following questions during the research process:

1. Who should conduct course inspections in pre-school education institutions and why?
2. In accordance with which principles should course supervision be carried out in pre-school education institutions?
3. How often should school principals conduct course inspections in pre-school education institutions?
4. What are the qualifications of school principals regarding course supervision in pre-school education institutions?
5. What should school principals pay attention to when conducting course supervision in pre-school education institutions?
6. What are the contributions of the course inspections made by the school principals in the pre-school education institutions to the teachers and the education process?.

Method

In the research, phenomenology design was preferred among the qualitative research designs in order to determine the views of the preschool teachers in the study group comprehensively and in depth. Phenomenology design focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2016). Due to this feature of the phenomenology pattern, it was aimed and examined the views of teachers working in pre-school education institutions regarding course supervision. As a result of the research, the facts related to the opinions of preschool teachers about course supervision were associated with the literature and some suggestions for practice were presented.

Study group

In the research, homogeneous sampling method, one of the purposive sampling methods, was used to determine the study group. Homogeneous sampling is the opposite of maximum variation sampling. The purpose of homogeneous sampling is to identify a distinct subgroup by creating a small homogeneous sample (Yıldırım & Şimşek, 2016). The study group of the research consists of 20 pre-school teachers working in public pre-school education institutions

in the central district of Malatya in the 2021-2022 academic year, who have undergone course supervision.

Measures

In the study, a personal information form and semi-structured interview form developed by the researchers were used as data collection tools to determine teachers' views on course supervision. The developed form was presented to the opinions of three experts. In line with the suggestions of the experts, the data collection tools were given their final shape after the arrangements. In the personal information form, there are questions about gender, age, educational status, professional seniority, the number of students and teachers in the school where they work. In the semi-structured interview form, there are questions that aim to determine the opinions of preschool teachers about course supervision in pre-school education institutions. Yıldırım and Şimşek (2016) define the semi-structured interview technique as an interview method in which the questions are asked to all the interviewees in the same order and the interviewees are allowed to answer the questions as broadly as they want. The most common method of data collection with the phenomenology design is semi-structured interviews, and the deciphering of the data collected through these interviews becomes a narrative about the participant's story (Seggie & Bayyurt, 2015). In line with the issues stated in the literature, the researchers conducted interviews.

In the study, there are six questions in the Semi-Structured Interview Form, which was prepared to determine the views of teachers working in pre-school education institutions on course supervision. These questions are as follows:

Question-1: Should school principals, education inspectors do the course inspections in pre-school education institutions, or is there anyone else you want to be done? Can you explain your preference with reasons?

Question-2: In accordance with which principles would you like the course inspections made by school principals in pre-school education institutions to be carried out? Can you give your views on this?

Question-3: How often should school principals conduct course supervision in pre-school education institutions? Could you explain the situation you mentioned with the reasons?

Question-4: How do you find the competencies of school principals regarding course supervision in pre-school education institutions? Can you give your views on this?

Question-5: What do you think school principals should pay attention to when conducting course supervision in pre-school education institutions? Can you give your views on this?

Question-6: What kind of contributions do the course inspections made by school principals in pre-school education institutions have on teachers and the education-teaching process? Can you give your views on this?

Data collection

Due to the Covid-19 pandemic process in the world and in our country, the interviews were conducted face to face with the teachers working in pre-school education institutions in accordance with the social distance rules. Interviews with pre-school teachers who voluntarily

participated in the research were held for 35-45 minutes. The participants were informed that they could withdraw from the study at any stage of the study, if they wished, without incurring any obligation. All interviews were conducted in environments where teachers could be alone and where they would feel comfortable. Situations that may cause discomfort to people during the interviews were tried to be prevented as much as possible.

During the interviews, the interview notes were taken by the researchers and the opinions of the teachers were recorded. It was stated to the teachers that if they wanted a transcript of the interview, they would be shown it and how their statements would be included in the research. It was stated that if the interviewer objects, the points he objected to may be changed or deleted. Thus, it was tried to prevent misunderstandings and mistakes regarding the interview. The interview notes were used only for data collection and analysis, and it was informed to the interviewed teachers that they were not used and would not be used by anyone other than the researchers, and this principle was followed during the research process.

In the research, the data collected with a semi-structured interview form consisting of six questions were analyzed and reported by means of descriptive analysis. In descriptive analysis, research findings can be reported according to pre-determined themes, as well as by using direct quotations from the views of the participants in order to reflect the views of the participants in a remarkable way (Yıldırım & Şimşek, 2016). In this respect, six themes were formed from the answers received from the teachers during the analysis process in the research, and various codings and direct quotations about the opinions of the participating preschool teachers were included under the determined themes. During the analysis of the interview data, pre-school teachers who participated in the research were given pseudonyms such as PT1, PT2... PT20 (PT: Preschool teacher)

Findings

In Findings regarding the first sub-problem

The sub-goal of the question was: “Who should conduct course inspections in pre-school education institutions and why?”. Teachers were asked about the sub-goal of the question “Should school principals or education inspectors conduct course inspections in pre-school education institutions, or is there anyone else you want to be done? Can you explain your preference with reasons?”. As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 1. First Interview Question Answers

Answers	<i>f</i>	%
School Principals	10	50
Education Inspectors	7	35
Both	3	15

Half of the pre-school teachers stated that school principals should do it. In addition, 35% of the teachers stated that it would be appropriate for the education inspectors to conduct course inspections, while 15% stated that both school principals and education inspectors should conduct course inspections.

In the research, the teachers who stated that the school principals should supervise the course, stated that as a justification for this situation;

PT1: "The fact that they are in the process constantly,..."

PT4: "Having dominance in educational activities..."

PT5: "The possibility of instant detection and intervention,..."

PT10: "The inspections carried out by the education inspectors were short-lived and consisted of document control..."

PT12: "Getting to know students and teachers better..."

In the research, the teachers who stated that the education inspectors should make the course inspections, as a reason for this situation;

PT2: "School principals do not allocate enough time,..."

PT3: "The fact that school principals do not have the competence, knowledge and experience to supervise the course..."

PT7: "School principals have difficulties in making objective inspections,..."

PT11: "The fact that education inspectors are experts in course supervision..."

PT18: "Due to their objective and fair behavior..."

PT19: "Due to the seriousness of the supervise..."

In the research, the teachers stated that the course inspections should be done by both school principals and education inspectors, as a justification for this situation;

PT6: "It is possible to determine the problems in a comprehensive way during the education process, to be able to intervene in a timely manner,..."

PT16: "Since supervises will yield more positive results,..."

PT17: "Due to the fact that the determinations determined during the course inspections made at different times provide an opportunity for comparison..."

Findings regarding the second sub-problem

The sub-goal of the question was "Which principles should be conducted in pre-school education institutions?" Teachers were asked "Which principles do you want the course inspections made by school principals in pre-school education institutions to be carried out? Can you give your views on this matter?" As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 2.Second Interview Question Findings

Answera	f	%
Neutral	17	85
Fair	14	70
Solution oriented/Constructive	13	65
By observing the rules of respect	12	60
Considering the current conditions/Readiness of the school and students.	10	50
Unprejudiced	3	15
Qualified observation	3	15
Qualified supervisor	3	15
Process-oriented control (not instant)	3	15
It should not consist of document control	3	15
As a guide/Guide	2	10
Cooperation	2	10
Developer	2	10

The majority of teachers emphasized the principles of fairness and impartiality. In addition, the teachers stated that the current conditions of the school and students should be taken into account during course supervision, and that guiding course supervisions should be carried out in line with the principles of being unbiased, in compliance with the rules of respect, being constructive, developing, solution-oriented and cooperation. Apart from these, teachers pointed out the necessity of a process-oriented course supervision, not instantaneous, in accordance with the principles of qualified supervision.

The opinions of the teachers on the principles of course supervision in the research are as follows:

PT8: "... It is necessary to conduct course supervises fairly..."

PT9: "... Course supervises should be done impartially and objectively..."

PT11: "...Course inspections should be carried out by taking into account the current conditions of the school and students. It should be done without prejudice..."

PT13: "...The course inspections should be done in accordance with the rules of respect. It should not be hurtful or upsetting to teachers..."

PT15: "...Course inspections should be constructive, developer and solution-oriented..."

PT16: "...Course inspections should be guiding in line with the principles of cooperation..."

Findings regarding the third sub-problem

The sub-goal of the question was: ‘How often should course inspections be done in pre-school education institutions?’ Teachers were asked ‘How often should school principals conduct course supervision in pre-school education institutions? Could you explain the situation you mentioned with the reasons?’ As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 3.Third Interview Question Findings

Answers	f	%
Once a month	5	25
Once a year	3	15
Twice a year (1+1)	7	35
Four times a year (2+2)	3	15
Other (Three times a year + At the end of each unit)	2	10

25% of the teachers stated that course inspections should be done once a month, 15% once a year, 35% twice a year, 15% 4 a year, 10% at the end of each unit or 3 times a year.

The reasons given by the teachers who expressed their opinions about the frequency of course inspections in the research are as follows:

PT12: "...It should be done 4 times a year (2+2). It is necessary because it ensures that the process is kept under constant control..."

PT14: "...It should be done 4 times a year (2+2). In order to establish the school culture, to carry out the education-teaching process in a healthier way and to achieve success, course supervision should be done 4 times a year.

PT19: "...It should be done 4 times a year (2+2). In order for teachers to tidy themselves up, course inspections should be carried out twice a semester..."

PT1: "...It should be done twice a year. It is enough to do it twice to ensure the necessary success..."

PT3: "...It should be done twice a year. It is necessary for the determination of education-teaching problems..."

PT8: "...It should be done twice a year. It is sufficient for detecting and solving educational problems..."

PT9: "...It should be done twice a year. One course supervision per semester is sufficient for the detection and solution of educational problems and the control of the process.

PT11: "...It should be done once a year. Because instead of doing it frequently in a way that is not suitable for its purpose, it is better to conduct a qualified supervises once in accordance with its purpose..."

PT15: "...It should be done once a month. Because frequent inspections will enable teachers to constantly control themselves, to be closely connected to the education process and to get to know themselves.

PT17: "...It should be done once a month. Because it is appropriate to do it once a month, since it provides the detection (without deepening), solution and elimination of problems and deficiencies in a short time..."

PT20: “...It should be done once a month. Because frequent inspections also prevent the occurrence of various disciplinary problems...”

Findings regarding the fourth sub-problem

The sub-goal of the question was “How are the competencies of school principals regarding course supervision in pre-school education institutions?” Teachers were asked: “How do you find the competencies of school principals regarding course supervision in pre-school education institutions? Can you give your views on this matter?” As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 4. Findings of The Fourth Interview Question

Answers	<i>f</i>	%
Enough	13	65
Not enough	7	35

65% of the teachers stated that the school principals have the qualifications for course supervision, and 35% stated that the school principals do not have the competencies for course supervision.

The explanations of the teachers are as follows:

PT2: “...School principals having teaching experience, knowing students, teachers and the environment, being in good condition in terms of equipment, being polite, constructive and guiding make school principals competent in course supervision...”

PT4: “..They have course supervision competences because they are in good standing in the fields of field knowledge, human relations, and communication...”

PT10: “...Since school principals are not selected in accordance with the principles of merit, they do not have the necessary equipment and knowledge. That's why school principals are insufficient in the course supervision...”

PT13: “...Teachers see school principals as inadequate in course supervision because they do not have sufficient knowledge, skills and experience, cannot act objectively, and behave away from seriousness during supervision...”

Findings related to the fifth sub-problem

The sub-goal of the question was “What should school principals pay attention to when conducting course supervision in pre-school education institutions?” Teachers were asked: “What do you think school principals should pay attention to when conducting course supervision in pre-school education institutions? Can you give your views on this matter?” As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 5.Fifth Interview Question Findings

Answers	<i>f</i>	%
The way the teacher presents the lesson	10	50
Classroom layout/physical condition	9	45
Students' class participation status/in-class behavior	9	45
To conduct a constructive/non-judgmental supervise	6	30
To environmental factors	5	25
How plans are prepared/content	5	25
Grade level	3	15
Be prepared for inspection	3	15
To document control	3	15
Courtesy rules	3	15
Transfer of experience and knowledge	3	15
To student behavior	2	10
To provide guidance for guidance	2	10
Field knowledge	2	10
Process-oriented evaluation	2	10

Half of the pre-school teachers stated that it is necessary to pay attention to how the teachers present the lesson. In addition, 45% of the teachers stated that it is necessary to pay attention to the classroom layout or the physical condition of the class, and similarly, 45% of the students stated that they should pay attention to the participation of the students and their behaviors in the classroom. In addition to these, 30% of the teachers believe that a constructive and unprejudiced supervision should be done, 25% stated that it is necessary to go prepared to environmental factors and how and with what content the lesson plans are prepared, 15% stated that it is necessary to go prepared on the grade level, document control, courtesy rules, student behavior, field, process-oriented evaluation, and supervise with experience and knowledge transfer.

In the research, the opinions of the teachers about what school principals should pay attention to while conducting lesson supervision are as follows:

PT3: "...School principals should pay attention to the classroom layout or the physical condition of the classroom while supervising the course..."

PT5: "...School principals should pay attention to class participation and in-class behavior while supervising the course..."

PT8: "...School principals should pay attention to the constructive and non-judgmental supervision of teachers while supervising lessons..."

PT9: "...School principals should pay attention to environmental factors while conducting course supervision..."

PT10: "...School principals should pay attention to how and with what content the lesson plans are prepared while supervising the lesson..."

PT12: "...School principals should pay attention to class level and document control while conducting course supervision..."

PT18: "...School principals should pay attention to the rules of courtesy and student behavior while supervising the course..."

PT20: "...School principals stated that when conducting course supervision, teachers should be prepared for subject knowledge, process-oriented evaluation, and supervision with experience and knowledge transfer..."

Findings regarding the sixth sub-problem

The sub-goal of the question was "What are the contributions of the course inspections made by the school principals in the pre-school education institutions to the teachers and the education process?" Teachers were asked: "What kind of contributions do the course inspections made by school principals in pre-school education institutions have on teachers and the education-teaching process? Can you give your views on this matter?" As a result of the interviews with the teachers regarding the interview question, the following findings were obtained:

Table 6. Findings of The Sixth Interview Question

Answers	<i>f</i>	%
It enables the detection of deficiencies and their elimination.	11	55
It increases the motivation of teachers.	7	35
Keeping the education-teaching process under control	5	25
It contributes to the development of teachers.	5	25
I don't think it contributed.	5	25
It contributes to the increase of academic success.	4	20
It contributes to the efficient work of teachers.	3	15
It contributes to the solution of disciplinary problems.	2	10

55% of the teachers said that it helps eliminate the deficiencies by identifying the deficiencies, 35% stated it helps to increase the motivation of the teachers, 25% of the teachers reported that to keep the education process under control, to the development of the teachers, 20% said that helps to the increase in academic success, 15% said that it helps to the efficient work of the teachers. , 10% stated contributed to the solution of disciplinary problems. In addition, 25% of the teachers who participated in the research stated that the course supervision did not contribute to the teachers and the education-teaching process.

In the research, teachers' views on the contribution of school principals' course supervision to teachers and the education-teaching process are as follows:

PT3: "...Course inspections make significant contributions to the education-teaching process by detecting and eliminating deficiencies..."

PT11: "...Course supervision contributes to increasing the motivation of teachers and keeping the education-teaching process under control..."

PT13: "...Course supervisions contribute to the development of teachers, increase academic success and efficient work of teachers..."

PT14: "...Course supervision contributes to the solution of teachers' disciplinary problems..."

The Conclusion and Recommendations

In the study, it was determined that half of the pre-school teachers stated that course supervision should be done by school principals. In addition, it was determined that some of the preschool teachers, after the school principals, stated that it would be appropriate for the education inspectors to carry out course inspections. In addition to these, it was determined that very few of the teachers stated that it would be appropriate for both school principals and education inspectors to conduct course inspections at different times.

In the research, preschool teachers stating that school principals should make course inspections, stated that school principals are "continuously involved in the process", "having dominance in education-teaching activities", "possible to make instant detection and intervention", "the inspections carried out by the education inspectors were short-lived and mainly focuses on document control.", "get to know students and teachers better." They have given these causes as justification for the school principals to perform course inspections.

In the research, preschool teachers stated that "school principals do not allocate sufficient time", "school principals do not have the competence, knowledge and experience to supervise lessons", "school principals have difficulties in making objective inspections", "inspectors of education are experts in course supervision", It was determined that they stated that it would be appropriate to conduct course inspections by the education inspectors because of " their objective and fair behavior" and " seriousness of the supervision".

In the research, preschool teachers who stated that course inspections in pre-school education institutions should be carried out by both school principals and education inspectors, gave the following reasons for that "it is possible to determine the problems in the education process in a comprehensive way", "the opportunity to intervene in the situation in a timely manner", "because the inspections will reveal more positive results", "it would be appropriate to conduct course inspections because "the detections determined during the course inspections made at different times provide an opportunity for comparison".

In the research, it was determined that the majority of preschool teachers stated that it would be appropriate to pay attention to the principles of fairness and impartiality in the course inspections made by school principals in pre-school education institutions. In addition, it was determined during the research process that preschool teachers stated that the current conditions of the school and students should be taken into account during course supervision, and that guiding course supervisions should be carried out in line with the principles of being unbiased, conforming to the rules of respect, being constructive, developing, solution-oriented and cooperation. Apart from these, it was determined that pre-school teachers pointed out the necessity of a process-oriented lesson supervision, not instantaneous, in accordance with the principles of qualified supervision.

In the research, it was determined that 25% of the preschool teachers stated that course inspections should be done once a month, 15% once a year, 35% twice a year, 15% four times a year, 10% at the end of each unit or three times a year. The reasons for the stated periods were carried out were as follows:

- It has been determined that preschool teachers, who say that it should be done four times a year, point to the necessity of keeping the process under constant control,

establishing the school culture, conducting the education-teaching process in a healthier way and achieving success, and enabling teachers to tidy themselves up.

- It has been determined that pre-school teachers who say it should be done twice a year, point to the necessity for ensuring the necessary success, identifying and solving educational problems and controlling the process.
- It has been determined that the preschool teachers who say that it should be done once a year, point out that it would be more appropriate to conduct a qualified inspection once a year instead of doing it frequently in a way that is not suitable for its purpose.
- Preschool teachers, who say that it should be done once a month, ensure that the supervision should be done at frequent intervals, that the teachers should constantly check themselves, closely connected to the education process and that they get to know themselves, that the problems and deficiencies are detected in a short time (without deepening), quick solution and elimination, and. They pointed out that frequent inspections are carried out in various disciplines prevents problems from occurring.

In the study, 65% of preschool teachers stated that their school principals had competencies related to course supervision, and 35% stated that school principals did not have competencies related to course supervision. Teachers who express a positive opinion on the qualifications of school principals are subject to course supervision because school principals have teaching experience, know students, teachers and the environment, are in good condition in terms of equipment, are polite, constructive, guiding, field knowledge, human relations, and are in good condition in communication. The teachers who gave negative opinions about the adequacy of the school principals stated that they were inadequate in the course supervision because the school principals were not selected in accordance with the merits, they did not have the necessary equipment and knowledge, they did not have sufficient skills and experience, they could not act objectively and they were far from being serious during the inspection.

In the research, half of the pre-school teachers said that school principals should pay attention to the way the lesson is presented during the lesson inspections. In addition almost half of the teachers stated that school principals should pay attention to the classroom arrangement or the physical condition of the class, the participation of the students in the lesson and their behavior in the classroom during the course supervision. In addition to these, teachers should make a constructive and unprejudiced supervision, pay attention to environmental factors and how and with what content the lesson plans are prepared. They also stated that school principals should be prepared for the supervise by transferring information.

In the research, it has been determined that the course supervisions made by the school principals contribute to the elimination of the deficiencies in the teachers and the education process, to increase the motivation of the teachers, to keep the education-teaching process under control, to the development of the teachers, to the increase in academic success, to the efficient work of the teachers and to the solution of disciplinary problems.

In line with the results of the research, the following suggestions are presented for practitioners and researchers:

- In the research, results were obtained for school principals to conduct course supervision in pre-school education institutions. It can be suggested that it is necessary

for the education supervisors to be in the course supervision processes, both because they are independent from the school and because they spend time with continuous supervision processes.

- School principals should be fair and impartial in course inspections.
- It is necessary to take into account the current conditions of the school and students during course inspections.
- Course inspections should be conducted without prejudice, in accordance with the rules of respect, in line with the principles of being constructive, developing, solution-oriented and cooperation.
- Course inspections should be instructive.
- Course inspections should be process-oriented, not instantaneous.
- Course supervises should be planned in accordance with the purpose at regular intervals.
- Training should be given to increase the course supervision competencies of school principals. These trainings should be repeated at certain intervals.
- School principals should pay attention to how the course is presented during course inspections.
- During course inspections, school principals should pay attention to the classroom arrangement or the physical condition of the classroom, the participation of the students in the course and their behavior in the classroom.
- The research is limited to Malatya province. Comparisons can be made by conducting similar studies in different provinces.
- The research was conducted with a qualitative research design. In a similar study, a quantitative research can be carried out by determining the views of teachers on course supervision through scales and questionnaires.
- The research is limited to the opinions of pre-school teachers. In similar studies, by taking the opinions of school principals and education inspectors, it can be determined how course supervision is or should be in preschool education institutions in terms of school principals and education inspectors. In addition, it is possible to compare the views of teachers, school principals and education inspectors on course supervision at the pre-school education level. Thus, comprehensive data on course inspections can be accessed.

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