

Teachers' Opinions on the Education Inspectors Regulation

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Abstract

The aim of this research is to examine the Regulation on Education Inspectors of the Ministry of National Education, which was published in the Official Gazette dated 01 March 2022 and numbered 317685. In line with the provisions of the regulation, regarding the conditions and principles of appointment as Assistant Education Inspector, the opinions of the teachers were taken. The data were obtained from a total of 91 teachers working at different education levels in different branches in the provinces of Elazığ and Hatay in the 2022-2023 academic year. Qualitative research method was used in the study. In the research, a semi-structured interview form was used as a data collection tool. The interview form was developed by the researchers in accordance with the principles of the regulation. The data were analyzed using content analysis method. According to findings, teachers positively approach the experience requirement for assistant inspectorship stated in the regulation. Nevertheless, they express negative opinions about the age requirement in the regulation. It is also stated that assistant inspectors should not be selected from those who do not have a teaching qualification. Also, the opinions of the teachers differ regarding the interview application after the written exam. As a result, MoNE should bend the rules to apply for assistant inspectorship. Furthermore, within the scope of the study, some more suggestions were made for the assistant inspectors regulations.

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Introduction

Every organization exists to achieve a specific purpose, and the existence of organizations is meaningful as long as they achieve their goals effectively. For this reason, the audit subsystem has been developed in order to determine whether the organizations have achieved their goals. One of the ways to control whether the organization operates in accordance with its reason for existence is audit and inspection (Aydın, 2014; Bursalıoğlu, 2003). The origin of the term audit dates back to ancient times, and the meaning attributed to auditing has been enriched and the scope of auditing has expanded in the process (Okur, 2007).

Auditing is a multi-faceted concept used to observe the methods of human resources fulfilling their duties, to highlight strengths, to reveal errors or deficiencies and to take necessary measures to correct them, to introduce professional innovations, and to encourage individuals to develop and learn. Every organization has its own form of

supervision. As it is known, schools have close and distant goals as an organization, and it is necessary to determine the level of reaching these goals. For this reason, schools also have their own inspection system. Supervision systems used in educational organizations have gained functionality in reaching the macro and micro level goals of education (Taymaz, 2015). At the same time, the supervision process has a function in the guidance role areas of teachers (Balcı, 2007). In order for these functional effects to be reflected to the educational organizations actively, it is necessary to assimilate the control systems and make use of these systems efficiently (Sarpkaya, 2004). Because the feedback of the employee to him/herself by another observer can be done through supervision (Köybaşı et al., 2017).

Audit processes are used to determine the effectiveness of social services, to make comparisons, to improve processes, to take action against existing problems or to prevent potential problems. In order for audit processes to be effective and functional, they should be

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carried out in accordance with laws and regulations, be rational, and preliminary studies should be planned (Dalak, 2000). It can be said that auditing, as an element of the management process, started with the period when the first public institutions were organized. The evaluation made to determine whether the schools have achieved their goals or to what extent they have achieved them is also done through inspection (Özen et al., 2016). The education sector, which is one of the most important services that contributes to the social, technological, economic and political development of countries, can also renew itself, thanks to the modern service approach where quality comes to the fore.

Harris and Bessent (1969), who approached the concept of supervision in educational organizations from an administrative point of view, defined supervision as the supervision of everything that school staff do in relation to people and other objects in order to directly affect the realization of the school's basic educational goals, to ensure and change the functioning of the school. Başaran (2000) states that educational supervision should be carried out in line with organizational, administrative and educational purposes. As the understanding of education management developed in the Turkish National Education System, the meaning attributed to supervision has also changed. In this process, the word "inspection" was used instead of "inspection" and "inspector" was used instead of "inspector" (Arslantaş, 2007).

Inspection is one of the most important management elements in both the public and private sectors. Inspection is understood as any management action performed to identify differences between an organization's business performance and expected results and to ensure compliance between such relationships in accordance with predetermined plans and procedures (Ertekin, 2004). Inspection can also be defined as the process carried out to control behaviors in the public interest (Bursalioglu, 1994).

The welfare of the society and adaptation to the changing world can only be possible with education. Schools in the education system can be considered as a basic

institution. This is because education. Education is too important a process to be left to possibilities. For this reason, the inspection process is important for schools, which are basic education institutions, to fulfill their responsibilities. The understanding of supervision was defined as behavioral control in order to identify the deficiencies and show the teacher the right way. The effectiveness and efficiency of education depends on some kind of effective supervision. Thanks to the effective inspection, the strengths and weaknesses of educational organizations are determined, and necessary measures are taken in this direction (Akgün, 2023).

It is seen that the studies on the reorganization of the supervision system were put on the agenda at the 14th, 15th, 17th and 18th Education Councils and recommendations were made for the restructuring of the supervision. In addition, since 2010, the Ministry of National Education has made many legal arrangements regarding the inspection system and the profession of inspector, and legal arrangements have been made regarding the names, duties and powers of the inspectors (Bozak, 2017a).

Aim of the study and data collection tool

The aim of this research is to examine the opinions of teachers about the conditions and principles of appointment as Assistant Education Inspector in line with the provisions of the Ministry of National Education Regulation on Education Inspectors, published in the Official Gazette dated March 2022. For this purpose, answers to the following questions were sought.

1. What are the opinions of teachers about the requirement to still be working in the teaching staff of the Ministry, provided that they have eight years or more service as a teacher as of the last day of the written exam application, including the candidacy and contracted teaching period, in order to be able to apply for the assistant education inspector position?
2. What are the opinions of teachers about the requirement of graduating from law, political sciences, economics and

administrative sciences, economics and business faculties that provide at least four years of undergraduate education or from higher education institutions in Turkey or abroad, the equivalence of which is accepted by the Higher Education Council, in order to apply for assistant education inspectorship?

3. What are the opinions of teachers about the condition of not having completed the age of thirty-five as of the first day of January of the year in which the competitive exam is held in order to apply for the assistant education inspectorship?
4. What are the opinions of teachers about the competitive exam to be held orally after the written exam in applications to the assistant education inspectorate?
5. What are the opinions of teachers about the fact that the written exam subjects and score weights will be applied separately for those who have graduated from law, political sciences, economics and administrative sciences, economics and business faculties or equivalent higher education institutions and those who have served eight years or more in teaching?

Importance of the study

In the modern sense we use today, it is seen that supervision has been institutionalized in various ways in terms of both a control tool and guidance in terms of comparing, drawing conclusions, and determining whether the desired goals have been achieved in the successful execution of social services, especially education. In Turkey, within the framework of the targets set by the Ministry of National Education (MoNE), audits are carried out at all levels of education in order to check whether the students have achieved the desired gains and the degree to which the country's targets have been achieved (Öner, 2019). The purpose of supervision is to maintain the balance within educational institutions, to reveal errors or deficiencies in order to correct

them, to prevent the repetition of these errors and deficiencies, and finally to facilitate the achievement of the macro-level goals of education (Ergün et al., 2014). Since the supervision of teachers will emerge as a requirement of whether the investments made in education are used properly or not, the opinions of teachers, who are one of the main stakeholders of education, about the decisions and regulations are important. In summary, supervision offers a purpose- and process-oriented leadership task for institutions and educators in terms of organizational as well as educational aspects (Erdem, 2006).

As it is known, teachers had intense objections to course inspection. For this reason, teachers were evaluated by their principals. Thus, the inspectors would only inspect the schools and the teachers would be inspected by the school principals. As a matter of fact, it was stated in the researches that teachers did not find the inspection practices made by the education inspectors positive, but instead viewed the principal inspection positively despite some concerns (Demirtaş et al., 2016; Aslanargun et al., 2013). With this new regulation, MoNE turn back to old supervision application model. But the problem is that while old application was being held all inspectors were teacher origin, in new regulation MoNe explained to recruit other origin professions within being teacher. On the other hand inspectors think that they should be selected among candidates with sufficient scientific and academic qualifications (Bozak, 2017a).

In this direction, within the scope of the study, it is aimed to get the opinions of the teachers regarding the conditions and principles determined for the appointment of the Assistant Education Inspector in line with the provisions of the Ministry of National Education Education Inspectors Regulation published in the Official Gazette dated March 2022. In this direction, it is thought that the research will contribute to the literature in terms of giving different suggestions to improve the process by examining the views of teachers in depth.

Method

Research design

The research is a qualitative study conducted to determine the views of teachers about the new education inspector's regulation and appointment as assistant inspector. The data of the study were collected through a semi-structured opinion form. The semi-structured opinion form covers the questions or topics to be explored during the interview. In this direction, the opinion form is prepared in order to receive the same type of information from different people on similar issues. During the interview, the interviewer can change the sentence structure and order of the questions or go into the details of some topics. This interview, which is based on a specific form that provides time flexibility to the researcher, provides more systematic and comparable information from different individuals (Yıldırım & Şimşek, 2013).

Study group

The study group of the research was determined by stratified sampling method. The study group consisted of teachers working in different schools in the provinces of Elazığ and Hatay in the 2022-2023 academic year. 91 teachers participated in the study on a voluntary basis. 51 of the participants included in the study were female and 40 were male. 69 of the study group are branch teachers and 22 are classroom teachers. In addition, according to their education level, 79 of the teachers are undergraduate graduates while 12 of them are graduate graduates. According to the school level, 51 of the teachers work in primary schools and 40 of them work in secondary schools. 29 of the participants teach in the city center, 48 in the district center and 14 in village/town schools. Data in Table 1 reveals that male constitutes %28 of the sample. Almost half of SE teachers are male (%54) while %14 of PS and %7 CD teachers are male. In terms of experience, it was revealed that %14 teachers are in the first year of profession while %7 is in their second year. %31 of teachers might be regarded fresh in profession while %69 of them are experienced teachers.

Data collection tools and process

The data collection tool used in this study is a semi-structured interview form prepared by the researchers in line with the legislation. In order to ensure the validity, opinion of a field expert

outside the scope of the research was taken and the form was applied to 3 different teachers, and the parts that were not understood or deemed necessary were corrected. The semi-structured interview form was given its final form after the opinions of the experts and teachers. The data obtained were coded as T1, T2, ..., T91, and the answers were given under the headings of theme, category, code and frequency according to their similarities and differences. Content analysis was carried out using a descriptive approach in the analysis process. In addition, the analysis of the data was carried out in consensus by the researchers after discussing them beforehand. After the data obtained were organized according to codes and themes, direct quotations were included. The frequency of the codes under the theme was indicated by the researchers with the help of the "x" sign. The codes were brought together and interpreted according to the frequencies. In the reliability study conducted to reveal the consensus among the coders; Consensus/disagreement among coders was calculated using Miles & Huberman's (1994) formula, Reliability= agreement + disagreement x100. While the items providing a consensus of 75% or more were accepted as they are, the expert opinion was evaluated for the second time by discussing the items with disagreement or below 75% by the researchers. In the second expert opinion, 85% consensus was targeted. Turner and Carlson (2003) stated that an average of 0.75 and above can show the consensus among experts, although it is a variable criterion. In the data analysis of the study, the consensus among the coders was calculated as 95%. In this research, which was designed in line with the qualitative research approach, the data were analyzed by content analysis. In the analysis process, the written forms were deciphered and analyzed in four stages, and it was organized as coding the data, determining the themes of the coded data, organizing the codes and themes, and defining and interpreting the findings (Yıldırım & Şimşek, 2008).

Findings

A total of five semi-structured questions asked about the procedures and principles determined for appointment as Assistant Education Inspector were subjected to content analysis. The obtained results are given below in tables.

1. Opinions of teachers on the condition of having at least eight years of teaching experience and still working as a teacher in

order to apply for assistant education inspectorship.

Table 1.

Eight years and more service conditions in teaching experience

Theme	Category	Code	f	%
8 years of seniority	Positive	Suitable	61	67
	Negative	Be reduced	7	7,7
		Be increased	4	4,4
		Not suitable	16	17,6
	Other	Talent, Private sector	3	3,3

As can be seen in Table 1, 3 different categories were created under the 8-year service theme. Among the categories determined as positive, negative and other, it is the positive category with the highest percentage (67%). From this, it can be said that teachers find the minimum 8-year service condition appropriate and welcome them. Sample teacher views in this direction are given below, with one-to-one quotations.

“The teacher should be in the field and gain their own experience. Thus, when he becomes an assistant inspector, his ability to empathize will increase even more.” T10

“It makes sense that experience is required. It should be with the thought that someone who teaches can dominate the field.” T22

“I find it positive... After experiencing the concept of teaching in the classroom (at least 5 years), he should be placed in positions such as principal, assistant principal, EDUCATION INSPECTOR...” T38

“I think an appropriate decision is a necessary condition in terms of being both experienced and young. I find it very important and necessary for teachers to spend time with students in order to be an education inspector.” T44

“I think it takes experience to be able to inspect someone. And I find it logical. I think eight years is a reasonable time.” T71

On the other hand, the negative category is seen with 29.7%. In this direction, it can be said that almost one third of the teachers do not approve of the 8-year service condition. Opening the way for young people by reducing this time; They stated that it is necessary to increase the existing experience or the 8-year service period is not appropriate. Sample teacher views in this direction are given below, with one-to-one quotations.

“I think this period is quite long. I think a person can realize himself in an average of 5 to 6 years.” T15

“Eight years is a long time. The teacher should be able to apply after 6 years.” T50

“I think it's pointless to wait that long.” T61

“I think 8 years of work is not enough for experience, it is very important to swallow the dust.” T69

“The service period in teaching should be at least 10 years.” T75

“Inspectors need to be experienced. Therefore, I find it less.” T83

“I think there should be a requirement to have worked for an education inspector for more time, and yes, the individuals inspecting the teacher must have come from among the teachers, but must be experienced.”T90

In addition, 3.3% of the teachers stated that the skills of the applicant are more important than the duration of office and that the task done in private institutions should also be counted.

“The level of ability and the qualifications of the person should be considered rather than seniority”.

“The year period is unnecessary. Being successful is enough” T26

“It is very sad that teachers working in private education institutions are not considered teachers. The fact that the state cannot provide them with sufficient staff in their staff does not remove their teacher qualification.”T48

2. Opinions of teachers about the fact that graduates of law, political sciences, economics and administrative sciences, economics and management faculties of universities can apply for assistant education inspectorship.

Table 2.
Graduation status in applying to assistant education inspectorship

Theme	Category	Code	f	%
Ggraduated faculty	I agree	Required criterion	41	45
	I do not agree	Bachelor of Education	23	25,3
		I don't find it right	18	19,8
		Other	6	6,6
	Neutral	No idea	3	3,3

As it can be seen in Table 2, it can be said that the answers given by the teachers to the four-year law, political sciences, economics and administrative sciences, economics and business faculties or undergraduate graduation requirement required for application to assistant inspector are divided into three different categories. It can be said that 45% of the teachers have a positive attitude towards the graduation requirement from the faculties determined for application and that this criterion should be met. Sample teacher views in this direction are given below, with one-to-one quotations.

“It's a positive practice, provided it does its job properly. The Turkish education system really needs to make a big leap forward. Discipline and supervision are a must.” T5

“I think it is very reasonable to have to come to a certain level.” T33

“I support this condition, I think it is difficult.” T60

“It is absolutely necessary for an inspector to have a command of the law. But does it take exactly that many years to study? Or is it enough to have a good command of labor law?” T77

On the other hand, it is seen that 51.7% of the answers do not approve of this condition. More than half of the teachers within the scope of the research stated that those who will apply for assistant inspectors should be graduated from the faculty of education, a person who will inspect the teachers should come from this field, or at least, education faculty graduates should be added to this condition. There are also comments that this criterion can be further

expanded with the addition of different faculties. On the other hand, it was observed that 3.3% of them did not make any comments. Sample teacher views in this direction are given below, with one-to-one quotations.

“Anyone who is not an educator should not have an inspection authority in the education sector.”T1

“The candidate must be qualified. In addition, I think that an inspector should definitely be a teacher in terms of having a good command of the field. If there is a situation that requires a very advanced legal knowledge, the case belongs to a higher authority anyway.”T17

“It is generally seen that our profession is easier than other fields. Therefore, it will be difficult for people from other fields to understand and supervise teachers. Therefore, I find it negative.”T30

“I find it negative... It is extremely wrong that people who have not received the necessary training

regarding the teaching profession should take charge in this field...”41
“Education inspectorship should be done by people who come from this business.” T46

“Of course, it is very important that the person who will inspect the education has been trained in those classes.” T55
“It is also necessary that the inspector taught the children at that time. How can someone who did not teach, who did not keep their voices down in the lesson, did not keep 30 children in the classroom within 40 minutes, did not caress their heads, did not give education and control / evaluate this process?” T70

“I think they should also have knowledge about teacher education.”T91

“There may be other branches.” T40

3. Opinions of teachers about the condition of not completing the age of thirty-five in order to apply for assistant education inspectorship.

Table 3.
Age requirement for applying to assistant education inspectorship

Theme	Category	Code	f	%
Age limit of 35	Positive	Logical	28	30,8
	Negative	Illogical	20	21,9
		Be increased	19	20,9
		Be decreased	6	6,6
	No age limit	16	17,6	
Neutral	No idea	2	2,2	

As can be seen in Table 3, the answers given to the age limit required for application to assistant inspector are divided into 3 different categories. 30.8% of the answers considered the condition that the teachers who will apply should not be 35 years old as a positive and logical condition. Sample teachers views in this direction are given below, with one-to-one quotations.

“As we get older, our experience and knowledge increases, so it is a correct application.” T11

“There is little experience when you are younger. Age 35 is the right time for work in life experience.”T28

"It is the right attitude. Because it is necessary to pave the way for young and dynamic people" T66

"The condition of not being old is an appropriate decision"81

On the other hand, 67% of the answers, that is, more than half of them, met the age limit negatively. This condition is stated as unreasonable by teachers (21.9%); the necessity of increasing the age limit for gaining experience (20.9%); They emphasized the necessity of paving the way for young people and the necessity of the inspectors to be composed of young people (6.6%) or the necessity of removing the age limit completely (17.6%). In addition, it was observed that 3.3% of the teachers did not make any comments. Sample teacher views in this direction are given below, with one-to-one quotations.

"The people who will inspect us should be more experienced, it is not the right decision" T3

"Young people should be under the age of 35, they learn faster" T14

"The age limit is unreasonable. It shows that at the age of 35, the person who knows at least 8 years of duty has not done the job, and the appointment age of the teacher is almost 25." T29

"I think that the way for young people will be paved." T32

"I mean, looking at the latest assignment statuses, I don't find this condition correct because the assignments are not the same as before." T49

"People can already take charge too late. This was not appropriate at all." T51

"It would be more correct to have professional years of experience rather than age..." T52

"I strongly disagree. I do not find it right to make the age requirement an obstacle as a threshold." T59

"Both the 8-year requirement is imposed and the 35-year-old threshold. These two periods contradict each other. Putting a barrier in front of a world teacher who is over 35 years old, has a master's and doctorate, wrote articles, books, book chapters, papers and has been a manager for years, is a mental eclipse. For example, I am 47 years old. I have a PhD in political science and public administration. I have been a school principal for 15 years. An obstacle should not be put in front of such a well-equipped and experienced person." T64

"We have very talented educators over the age of 30 who have completed their education later, have graduated from university and started teaching. This age limit ignores them. Not everyone in this country has equal opportunity in education. You can question how many years you have been teaching, but you cannot question how old you started teaching" T67

"The lower limit for age should be increased a little higher." T70

"I don't find it right, he must be old and experienced, he must be 40." T78

"It would be better if he was over 35." T80

"Since the working year is important in terms of experience, the age should be extended and there should be at least 6-7 years of teaching professional experience." T86

"The condition of not having completed the age of forty must be met." T88

4. Opinions of teachers about the competitive exam to be held orally after the written exam in applications to assistant education inspector.

Table 4.
Teachers’ opinions about oral examination in appointment as an education assistant inspector

Theme	Category	Code	f	%
Interview presence	Positive	Suitable	27	29,7
		If it's fair	12	13,2
	Negative	Incompetence	8	8,8
		I do not approve	20	21,9
		It just has to be written	18	19,8
		It should only be verbal	1	1,1
	Neutral	No idea	5	5,5

Although 42.9% of the teachers supported the interview in the question asked about the oral exam after the written exam in the application for assistant inspectorship, it is seen that one fourth of this slice accepts the interview if it is fair. Here, it can be said that teachers look at the interview with suspicion. Sample teachers views in this direction are given below, with one-to-one quotations.

“It can be considered a necessary application as it will be suitable for merit” T7

“As long as the oral exam is fair, it is a useful practice.”T19

“I think it is an appropriate decision as it is suitable for its scope of competence.” T23

“For it to be fair, certain conditions must be brought.” T34

“I don't think it will be a problem as long as it is fair.” T48

“It can be, provided that it is applied correctly.” T62

“I think it's true. I think it is necessary to prove these skills.” T65

“Good in terms of expressing themselves verbally”T68

“The fact that a person with poor human relations has a high test score

does not mean that he will be a good inspector.” T73

“It makes sense as long as there is no torpedo” T74

“I think it's a necessary competition. An education inspector should be able to present his information both orally and in writing.” T80

“I think that it is necessary to be successful in both written and verbal fields for assistant education inspector, so I agree that there should be an oral exam.” T85

On the other hand, it is seen that 51.6% of the answers do not approve of the interview. 8.8% of these opinions will be incompetence; 19.8% said that there should be only a written exam; It is also stated that 1.1% of them should only have an oral exam. Sample teacher views in this direction are given below, with one-to-one quotations.

“It will be determined from the lists, so there may be favoritism. The events in the oral exams in our country are obvious, but who will take it into account” T9

“I never think that the oral exams held in our country are based on merit. Since defending the ruling party is treated as if it were defending the state, everyone who is not pro-government is regarded as an enemy of the state. This point of view leads to the tendency to place

supporters in every field of state institutions. Of course, I do not find this true. However, there must be a criterion that can distinguish whether people are fair, fair, and treat everyone equally.” T13

“Oral exams should not be for torpedoes in general.” T35

“Unfortunately, most people do not trust interviews in Turkey. Including me, Oral exam means torpedo, there should be no oral exam.” T63

5. Opinions of teachers about the fact that the written exam will be applied differently to graduates of law, political sciences, economics and administrative sciences, economics and management faculties and teachers when applying for assistant education inspectorship.

Table 5.
Teachers’ opinions about different application of the exam according to the graduated faculty

Theme	Category	Code	f	%
Exam difference	Positive	Suitable	48	52,7
	Negative	Not suitable	30	33
		Uniform exam	8	8,8
	Neutral	No idea	5	5,5

It is seen that the answers of the teachers given to the question asked are divided into three different categories as positive, negative and neutral. Teachers, with a percentage of 52.7%, responded positively to the differentiation or different evaluation of the exam according to graduation status. The opinions of the teachers, who defined this decision appropriately and as it should be, are given below in the form of one-to-one quotations.

“It is the right decision to apply separately.” T21

“I think it is right to have separate exams with those who study teaching.” T40

“I think there are practices that need to be done.” T53

On the other hand, 41.8% of the answers stated that this decision was not appropriate and that the measurement and evaluation should be the same because the task to be done is the same. Sample teacher opinions are given below.

“If they will work in separate fields, it can be separately, but if the same

working conditions will be offered, everyone should be responsible for equal issues.” T8

“I absolutely do not approve... It is unacceptable that people who do not have knowledge and experience in the field of education have a say in this field.” T25

“Unfairness should not be different questions for the same profession.” T36
“This exam, which should be limited to the field of Education, Constitution, Legislation, Regulation and General ability and culture, should be for everyone.” T39

“There should not be different criteria for the same job.” T68

“The same exam should be applied to everyone and there should be questions that will show that the people who take the exam have a good command of the teaching profession.” T72

“There is no need for difference as they will do the same job.” T79

“If there is to be an education inspector, the exam subjects should be the same, the teacher should be the exam subjects because his name will be education inspector.” T89

Discussion and Conclusion

In line with the provisions in the Regulation on Education Inspectors of the Ministry of National Education, 5 semi-structured questions and teachers' opinions were examined regarding the procedures and principles determined regarding the procedures and principles of appointment as Assistant Education Inspector. In the first question, the requirement for the applicants to have served at least 8 years was mostly met positively by the teachers. Due to the necessity of gaining experience for those who will apply for assistant inspectorship, this period was found to be short by some teachers. On the other hand, it was observed that some teachers also made statements that this age could be lowered even further.

In the second question, in the statement regarding the requirement that the applicants should be graduates of certain faculties, more than half of the teachers stated that the people to be appointed to this position should be a graduate of the faculty of education. In fact, some teachers pointed out that the applicants could be selected from a wider group, while some teachers stated that the people who would apply for this position were more suitable for the determined audience. In addition, it was mentioned that the equivalence in the question could cause injustice among the teachers. Parallel to this issue, EARDA (Educational Administration Research & Development Association) has determined similar results and stated that they have applied to the judiciary for annulment. Emphasizing that the expression "faculties of law, politics, economics and those whose equivalence is accepted in Turkey and abroad" mentioned in the Regulation in the EARDA declaration is incorrect, he emphasized that this expression can turn into the application form of all graduates of 4-year higher education institutions. In this case, on the one hand, those who have not yet been appointed as teachers will have the right to apply for the education

inspectorate, on the other hand, the way of education inspectorship will be opened for all university graduates from economics to business, from theology to fine arts, who are not even remotely related to education formation (Durmaz et al., 2023). In addition, while the education unions shared their objections to the regulation with the public through the media, social media and internet pages, some of them initiated the judicial process against the regulation or some of its articles (Educators Trade Union, 2022; Labour Union of the Labourers of Education and Sciences, 2022; Education and Science Power Solidarity Union, 2022; Education and Science Workers' Union, 2022; Güçlü, 2022).

In the third question, the age limit of 35 determined for the application was evaluated. More than half of the teachers disagreed with this question. They emphasized that the determined age limit is unnecessary, that the age for appointment is already late and that the age limit should be abolished or expanded for this staff that requires experience.

In the fourth question asked, the interview was evaluated after the written exam for the staff. It is seen that teachers are divided into two in this question. Just under half supported the interview, while just over half pointed out that the interview could be negative. Finally, more than half of the teachers stated that it was a logical decision in the question of different assessment and evaluation according to the graduated faculty; a little less than half of them stated that they do not approve of the examination and assessment and evaluation method to be applied if the work to be done is the same.

Based on the results obtained from this study, it can be stated that both the age requirement and the seniority requirement contradict each other and a single criterion should be included in the application. In addition, experienced teachers should have the right to apply for the exam. In order to be appointed as an assistant inspector, the age threshold of 35 should be removed or an acceptable higher age level should be determined. Teachers who have a master's or doctorate with thesis in their field or educational administration, and those who have worked as a manager for 10 or more years can be considered

as ready-made qualified staff trained on the job. Therefore, the age threshold of 35 or any other age requirement may not be applied to those in this situation.

The teaching profession does not come from the source of law, politics, economics, etc. Recruitment of faculty graduates as inspectors based on their Public Personnel Selection Exam (KPSS) scores and their taking the written exam can be reconsidered. If there is a need for inspectors from outside the teaching profession, the job description of these inspectors should be made separately. As a matter of fact, it would not be appropriate for these inspectors to supervise teachers in line with their fields of expertise. If the role of internal auditor will be assigned to inspectors graduated from other faculties and these inspectors will inspect schools, other and private institutions affiliated to the Ministry of National Education, the employment of education inspectors and auditors should be separated by making arrangements in the legislation, and the procedures and principles of appointment of MoNE inspectors should be changed accordingly.

Written examination is a necessary tool to better measure some of the competencies required by the education supervision profession. However, it can be suggested that the written exam to be held should be improved in a way that it is related to the education inspectorate in a quality and scope that can measure the inspector competencies and scientific developments in the field, not whether the candidates memorize the legislation or not. The oral exam, which will be held after the written exam, should be applied transparently and in a way that no question marks will arise by the candidates and the public.

It is seen that some conditions are similar in the regulations of previous years. When the regulations are examined, the most specified feature as professional experience is at least eight years of teaching experience, while it is important to keep this period short for those who work as administrators. In the 1999 regulation, the period of professional experience required from graduates or doctoral students in the field of educational administration is reduced to three years. In the regulation published in 2011, the hours worked

in private schools are also included in the professional experience. In the regulations after 1970, the age limit of 40 was introduced (Ergün, 2020). In line with all these evaluations, it is clear that the relevant regulation should be revised. In similar studies, it is seen that educators express similar thoughts (Durmaz et al., 2023, Memişoğlu, 2016). In order to increase professional satisfaction in teaching, legal regulations should be evaluated with the expectations of teachers (Şahin, 2023). In addition, the Ministry of National Education should revise and enact these regulations by conducting extensive studies in cooperation with inspectors and academics (Bozak, 2017b).

Conclusion and Recommendation

As for the final notes, it is hoped that the results of this study will benefit researchers who want to work on educational supervision. In addition, it is believed that this study provides useful results on the procedures and principles about appointment of assistant inspectorship. It is assumed that further studies on the influential variables for appointment as education inspector can provide valuable insights. Quantitative and mixed-pattern researches on education inspectorate may provide more insight for future decisions.

Limitation

It should be noted that sampling method chosen for the study might have impact on the results as only volunteered teachers participated in the study. The sampling method is limitation of the study. Thus, another study with different sampling method might be carry out in order to detect the possible flaws due to sampling method. Also, this study is limited to the procedures and principles regarding the appointment of assistant education inspectors in the Regulation on Education Inspectors of the Ministry of National Education.

Declarations

Conflict of interest

The authors declare that they have no competing interests.

Ethics approval

Ethics committee approval was obtained for this study from the Social and Human Sciences Research Ethics Committee of Fırat University, with the decision dated 30.11.2022, meeting numbered 2022/25.

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