

## Teachers' Evaluation on School Principals' Supervision

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### Abstract

This study aims to analyze school principals' supervision practices according to teachers' opinions. The study employs phenomenology design out of qualitative research methods. The data of the study were gathered in 2019-2020 academic year from 16 teachers who had been working in state schools for 16 or more years through face to face interviews via a semi-structured interview form. The study attempted to reveal participating teachers' opinions on school principals' supervision based on their experiences with regard to teachers' professional development, motivation, affectivity and objectivity of supervision. The first finding of the study reveals that school principals' sharing experience, mutual work, being organized, overcoming insufficiencies and satisfaction contribute to teachers' professional development. Second finding of the study states that support, constructive criticism, appreciation and communication increase teachers' motivation. According to the third finding of the study school principals' administrator role, supervision knowledge, supervisor role and continuity are factors of effective supervision. Last finding of the study explains that impartiality, equity, sense of mission and meticulousness are needed for objectivity of supervision. Results are discussed and suggestions are provided.

**Keywords:** Supervision, Lesson, School Principal, Teacher

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## Introduction

Societies establish a management structure in order to maintain their existence on the world, to prosper and to be able to compete with developed countries. This structure involves a variety of institutions such as health, politics, education, tourism, industry or technology. Yet, education is one of the basic institutions on which most emphasis is needed and with which it is possible to leave a developed country to posterity. The countries which have successful education systems are adept at teacher training, designing contemporary curricula, assessment of success, guidance and supervision practices, social activities, physical conditions, educational financing and in many other areas, and they compete with developed countries.

Education systems are made up of many elements including education, instruction, teacher training, guidance and supervision, assessment and evaluation, and have a number of tasks such as cultivate manpower needed in the country, creating a society in line with the country's founding purposes, raising individuals qualified in culture, art and academic aspects, enabling individuals to critical thinking, research and questioning. In this sense, education system is one of the most significant institutions to ensure a country's existence and continuity. As in all institutions, education system also needs supervision and guidance to put forth the level of success, unearth the deficiencies and needs in the system. Supervision is the process of examining and monitoring whether the tasks in the state or private institutions are performed in accordance with regulations (Taymaz, 1982). Supervision is following up practices for the public weal (Bursalıoğlu, 1991). In other words, is a process of the organization to reach its aims by sticking to its existing values (Senge, 2006). Besides, supervision aims to ameliorate the instructional system and enhance students' academic achievement (Sullivan & Glanz, 2005). An examination of these definitions suggests that supervision can be defined as the practices aiming overcome the deficiencies seen in the available system and thereby ameliorating it.

The aims of supervision are to control operation process of education and instruction, ensure the practices are performed in line with regulations, and guide it in reaching the aims. Different supervision types have arisen to realize these aims. These types include clinical supervision, instructional supervision, artistic supervision, differentiated supervision, and developmental supervision.

Clinical supervision is a logical execution process in order to improve teachers' professional competences under the supervision of school administrators primarily targeting improvement of students' learning (Cogan, 1973). It is based upon direct observation to advance instruction in the classroom setting (Tanner & Tanner, 1985). Clinical supervision involves meeting and negotiating of supervisors and teachers in an instructional setting in order to ensure a more efficient instruction (Sergiovanni & Starratt, 1979). Definitions of clinical supervision suggest that it is a co-working

process of the supervisor and teacher in the classroom setting in order to improve instruction. The main purposes in practicing clinical supervision are improving the process of instruction, identification and solution of problems, improvement of teachers' professional development, providing continuity to these skills, and assessment of teachers according to their professional competencies (Ağaoğlu, 1977). To realize these purposes, an ideal supervision cycle includes a preliminary negotiation between teacher and supervisor, observation period, assessment, negotiation after the observation and restructuring, guidance and evaluation.

Instructional supervision is a process of advancement of instructional standards, realization of goals and aims and cooperation with the teachers to these ends. Ensuring teachers' professional development and advancement of instructional process are possible with mutual trust and support (Beach & Reinhartz, 2000). Instructional supervision is the supervision of all curricular or extracurricular preparation, practice, activity and assessment (Erdem, 2006). Different from other supervision types, instructional supervision is composed of five phases with regard to improvement of instructional process which are meeting with the teacher, observation, preparation for the interview, interview and review of criticisms (Glickman, 1990). The phases in this type reveal that instructional supervision is practiced in cooperation with teachers and the main aim is to improve instruction.

Artistic supervision includes making detailed analysis based on observations in the classroom and putting forth teachers' distinguishing characteristics of teachers (Kapusuzoğlu & Dilekci, 2017). The aim in artistic supervision is not to find weaknesses of teachers and criticize them but to reveal the strengths and improve them (Yılmaz, 2004). In artistic supervision, the evaluation of events happened in the classroom is based on supervisor's sensitivity, perception and knowledge and this is conveyed to the teacher in an explanatory, poetic and metaphorical language. Instructional supervision has eight characteristics, which are (1) paying attention to the hidden and meaningful aspects of events as well as clear and verbal aspects, (2) a high level of education expertise knowledge and skill of seeing the significant elements, (3) teachers' contributing to the rising generation's education as well as other contributions, (4) paying attention to time spent in the classroom and observation in a specific time, (5) providing harmony in order to form a trust and communication relation between supervisor and teacher, (6) best use of language to explain the observation, (7) skill of interpreting the events encountered in the observation to the ones who experienced them, and (8) supervisor's perception and sense-making of teacher's strengths, sensitivities and experiences as the most significant tool of education (Eisner, 1982).

Differentiated supervision was developed by Glatthorn (1997) and was defined as differentiation of supervision per teacher because teacher has different developmental needs and their learning styles are also different from each other. Differentiated supervision is supervision model offering different supervision models based on teachers' academic improvement and individual needs

to enable their professional development and enhancing students' learning skills (İlğan, 2008). In other words, this model provides different supervision models with respect to teachers' academic and individual development and aims to enhance teachers' professional development so as to enhance students' learning. Differentiated supervision model, put forth by Glasthorn (1997), involves four dimensions which are expertise, organization, supervisor and teacher. Expertise dimension is related with increase in teachers' supervision options through diversification of instruction; organization dimension has to do with teachers' working in cooperation, being in solidarity, contribution and support for professional development; supervisor dimension involves supervisors' focusing on teachers' needs and expectations, and teacher dimension includes supervision of teachers based on their needs and ensuring their professional development in solidarity (Aydın, 2008).

Developmental supervision was put forth by Glickman (1980) and argues that teachers' supervision should be different since the supervision behaviors needed by each teacher may be different from each other. Developmental supervision is supervision of aspects needed by the teachers based on analysis of their developmental levels (Aydın, 2008). The effective aspect of developmental supervision is the support provided to teachers through selecting a supervision model based on the areas needed by them (Zellermayer & Margolin, 2005). In developmental supervision, the appropriateness of the teacher to supervision can be decided through four approaches. These approaches are "non-directive approach", in which the teacher is more knowledgeable and responsible than the supervisor with respect to supervision area or the supervisor does not have sufficient expertise on the supervision issue, "cooperative approach", in which the teacher and supervisor have a similar level of knowledge on the supervision area and they are sharing responsibilities and trying to solve the problem in cooperation, "directive informational supervision approach", in which the teacher does not have sufficient knowledge on the supervision area and does not have responsibility, and the supervisor has the directive information on the issue, and "directive control approach", in which the teacher has no knowledge on the issue and the authority to decide and responsibility is completely in the supervisor (Glickman, 2002). So, it can be suggested that the purpose of developmental supervision is to identify the developmental level of the teacher and directing him/her to a better level.

The first official step in supervision field in Turkey happened in 1923, when supervisors' duties, authority and responsibilities were defined with the introduction of "Regulation regarding school supervisors' duties" (Taymaz, 1997). Since then, a number of revisions and reforms have taken place in supervision and guidance laws and practices. In 1927, it was decided that a supervisor would be in each district, in 1929 supervision guide was published, in 1949 the supervisors had training course, in 1961 supervisors for elementary schools started, in 1971 the practice supervision in groups was started, in 1981 the supervision of higher education was assigned to Higher Education Council, in 1990 the supervision task started to follow contemporary practices, in 2000 supervision regulation was reformed, and in 2010 the name of the supervisors for elementary schools was changed to education

supervisors. Finally, with the regulation in 2014, teachers' lesson supervisions undertaken by supervisors were assigned to school principals. Therefore, the teachers are supervised during their lesson hours by the school principals.

The aim of this study is to identify teachers' opinions as to the expediency of supervision practices by the school principals. The research questions to this end are as follows:

1. What are the teachers' opinion regarding school principals' supervision practices on teachers' professional development?
2. What are the teachers' opinion regarding school principals' supervision practices on teachers' motivation?
3. What are teachers' opinions regarding efficiency of school principals' supervision practices?
4. What are teachers' opinions regarding the objectivity of school principals' supervision practices?

## **Method**

### **Research design**

Aiming to identify teachers' opinions as to the expediency of supervision practices by the school principals, this study is a qualitative phenomenological study. Qualitative studies aim to unearth how people make sense of their experiences (Dey, 1993). Phenomenology is a type of qualitative research investigating personal meanings out of their experiences (Lester, 1999). Phenomenological studies focus on how people perceive, describe and make sense of a phenomenon (Patton, 2007). There are two types of phenomenological studies which are interpretive and descriptive phenomenology. Descriptive phenomenology focuses on describing individuals' perceptions and experiences. Interpretive phenomenology focuses on interpreting those perceptions and experiences (Ersoy, 2016). The phenomenon in this study is supervision practice of school principals. The current study aims to unearth how teacher perceive school principals' supervision practices and their supervision experiences through interpretive phenomenology.

### **Study Group**

The participants in the present study consist of teacher working in state schools in Nevşehir province of Turkey. The participants were selected through criterion sampling method which is a purposeful sampling method. Purposeful sampling method aims to reach rich data sources in order to enhance the depth of the study and ensure its expediency. Criterion sampling method is selection of appropriate individuals, cases, events or objects that are related to the problem statement (Yıldırım & Şimşek, 2011). The criteria in this study were defined as experience of school principals' supervision, education level, and experience of at least 15 years. To this end, the participants were selected out of teachers working in secondary school and high schools in Nevşehir who have the experience of school

principals' supervision. The participants are 16 teachers nine of whom are female and seven of whom are male. They have 16 year or more teaching experience. Eight of them are working in secondary schools and eight of them are working in high schools. The participants voluntarily accepted to share their experiences and perceptions regarding school principals' supervision. In addition, they were informed that their opinions and statements collected in the study would not be used for any other purposes and in any other platforms.

**Table 1.** Demographics of the participants

Participants	Gender	Experience (Year)	School level
T1	F	21 and more	Secondary School
T2	M	21 and more	Secondary School
T3	F	16-20	Secondary School
T4	F	16-20	Secondary School
T5	F	16-20	Secondary School
T6	N	16-20	Secondary School
T7	F	21 and more	Secondary School
T8	M	21 and more	Secondary School
T9	F	16-20	High School
T10	F	16-20	High School
T11	M	21 and more	High School
T12	M	16-20	High School
T13	M	21 and more	High School
T14	F	21 and more	High School
T15	M	21 and more	High School
T16	F	21 and more	High School

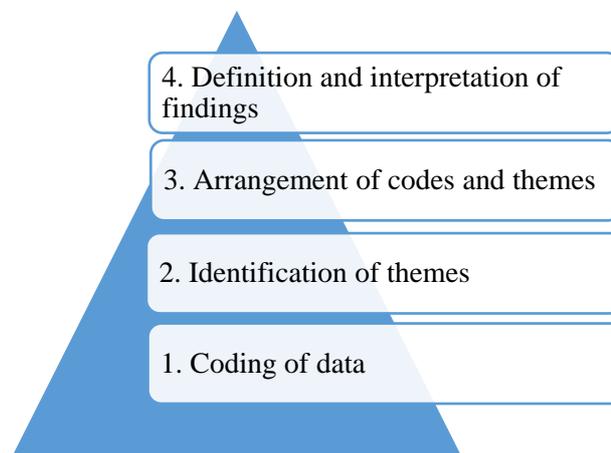
### **Instrument and data collection**

The data of the study were collected in 2019-2020 academic year based on face to face interviews with teachers following school principals' supervision of teachers. Interview is the basic data collection method in phenomenological research method (Ersoy, 2016). A semi-structured interview form composed of two parts was used in the study. The first part involves questions as to participants' gender, professional experience and school level and the second part involves semi-structured question so as to reveal participants' experiences and perceptions regarding school principals' supervision practices. A pilot study was carried out with two participants using the draft form. Following the pilot study, form was re-arranged and sent to two experts to be evaluated in terms of appropriates to purpose and topic, language, clarity and intelligibility. After expert evaluation, the instrument was finalized, and it was put into practice. 16 teachers working in a state secondary school and a high school volunteered to take part in the study. The face to face interviews took 40-45 minutes. Before the interviews, the participants were informed about the research purpose and they were told that the data would not be used in other sources. The questions in the semi-structured interview form were addressed to the participants in the interview and their answers were transcribed. When the participants' answers were not satisfactory for the questions, additional questions were

asked, and more detailed information was received. This is a routine practice in semi-structured interviews (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012).

### **Data analysis**

The data were analyzed through content analysis method. Content analysis is an analysis type aiming to reveal implicit contents of social realities by looking at explicit content characteristics (Gökçe, 2006). The analysis of research data was carried out in four steps which are coding of data, identification of themes, arrangement of codes, and themes and definition and interpretation of data (Yıldırım & Şimşek, 2011). In data coding step, the interview notes gathered in the interviews were formed into a written document by the researcher, all the answers to questions were written one under the other, and similar answers were combined with an inductive method and thereby codes were generated (Strauss & Corbin, 1990). In the identification of themes, themes were formed by combining similar codes. In the arrangement of codes, the codes and themes formed out of the codes were provided by the researchers. In the interpretation of the findings, the obtained findings were interpreted using tables and graphics to make it easy for readers to understand. The reporting phase, the codes gathered in the data analysis were sent to two specialists and they examined the coherence of the coding. In this step, the formula  $[\text{agreement} / (\text{agreement} + \text{disagreement}) \times 100]$  developed by Miles and Huberman (1994) was used. A high percentage of agreement among coders reflects high reliability (Stemler, 2001). The agreement among coders in the current study was calculated as 90%. This shows that the study and codes are in line with the purpose.



**Figure 1.** Steps of the data analysis (Yıldırım & Şimşek, 2011)

### **Validity and Reliability**

The validity of the study informs about instrument, accuracy of data and procedures while reliability has to do with the coherence of the study (Creswell, 2013). To ensure validity and reliability in the study, the criteria of credibility, transferability, coherence and confirmability were employed. Credibility is related to compatibility of data with reality; transferability is related to adaptability of

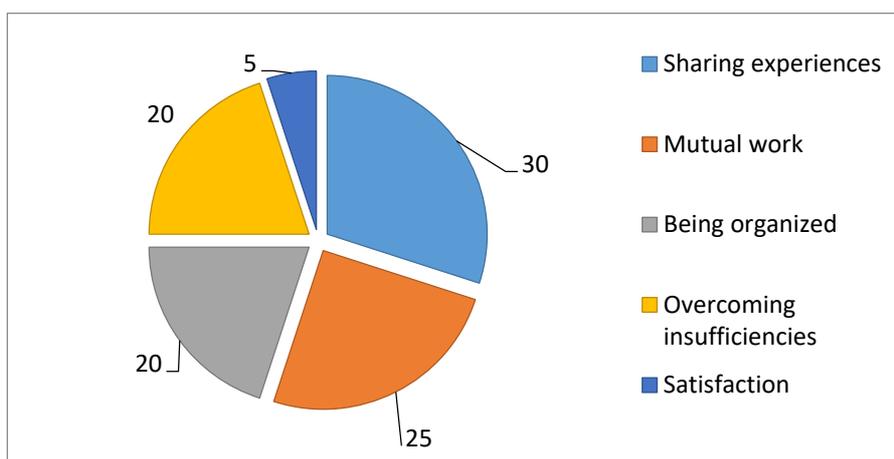
data to other contexts; coherence is related to harmony of data; and confirmability is related to confirmation of findings by the participants (Shenton, 2004). In this study, the data obtained in the research were reported in a clear and intelligible language, expert opinion was resorted, all the phases of the research were explained in detail, the findings were confirmed by the participants and Miles and Huberman's (1994) intercoder formula was used.

## Results

In this part, the findings are explained in line with research questions. The answers of 16 participants are analyzed and reported into tables and charts.

### 1. The contribution of supervision practice to teachers' professional development

The first research question aims to reveal the contribution of supervision practice by school principals to teachers' professional development. Figure 2 below demonstrates the percentages of the participants.



**Figure 2.** The contribution of school principals' supervision practices to teachers' professional development (%)

Figure 2 highlights that school principals' supervision practices contribute to teachers' professional development in five sub themes. These sub themes are sharing experiences (30%), mutual work (25%), being organized (20%), overcoming insufficiencies (20%), and satisfaction (5%) respectively.

**Table 2.** Contribution of school principals' supervision practices to teachers' professional development

Theme	Codes	f
Professional Development	Sharing experiences	6
	Mutual work	5
	Being organized	4
	Overcoming insufficiencies	4
	Satisfaction	1

Table 2 reveals that the contribution of school principals to teachers' professional development are related to sharing experiences (six participants), mutual work (five participants), being organized (four participants), overcoming insufficiencies (four participants) and satisfaction (one participant). The participants' views regarding sub themes are provided below.

“As it is hard to find active administrators in the school, this short break is an opportunity for us to communicate with them. In the meeting with the school principal, he made some suggestions as to insufficiencies and measures” (T6).

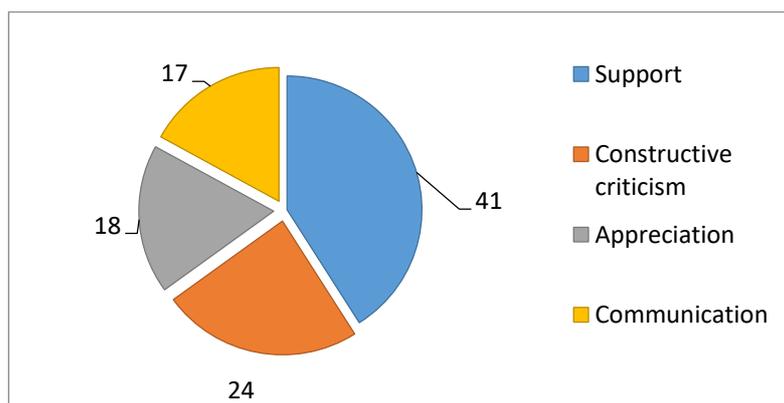
“Transfer of experience is quite positive. Supervision practices are beneficial for the teachers to see their insufficiencies and overcome them. Effective lesson supervision contributes to teachers' professional development. It helps teachers to renew themselves with regard to classroom management and lecturing.” (T11)

“School principal's supervision practices lead teachers to be more careful, to resort to different instructional methods in class and to act in accordance with yearly plan.” (T13)

The findings regarding the first research question reveal that the participating teachers think that school principals should transfer their experiences to teacher by communicating with them, supervision helps overcome problems and insufficiencies through mutual work, and helps teacher to become more organized, which eventually contributes to teachers' professional development.

## 2. The contribution of supervision practice to teachers' motivation

The second research question aims to reveal the contribution of supervision practice by school principals to teachers' motivation. Figure 3 below demonstrates the percentages of the participants.



**Figure 3.** The contribution of school principals' supervision practices to teachers' motivation (%)

Figure 3 reveals that school principals' supervision practices contribute to teachers' motivation in four sub themes. These sub themes are support (41%), constructive criticism (24%), appreciation (18%), and communication (17%) respectively.

**Table 3.** Contribution of school principals’ supervision practices to teachers’ motivation

Theme	Codes	f
Motivation	Support	7
	Constructive criticism	4
	Appreciation	3
	Communication	3

Table 3 shows that the contribution of school principals to teachers’ motivation are related to support (seven participants), constructive criticism (four participants), appreciation (three participants), and communication (three participants). The participants’ views regarding sub themes are provided below.

“School principals’ language, mode and perspective in communication with teachers affect motivation in a positive or negative way. Motivation decreases or increases not in the sense of supervision but in the sense of communication style” (T1)

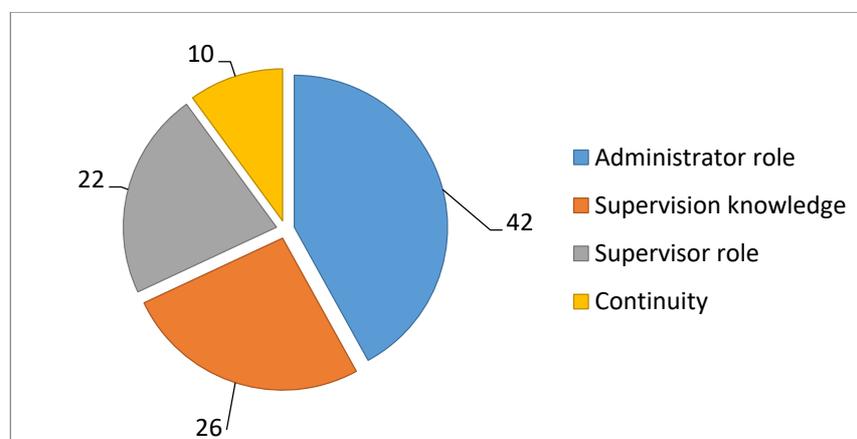
“School administrators’ supervision of teachers who thoroughly carry out their tasks and duties increases their will to work and therefore encourage them to practice effective activities when they are appreciated.” (T5)

“Thanks to school principals’ supervision, teachers can make up for their insufficiencies. In this sense, I can suggest that supervision is beneficial for teachers. This way, teachers prepare the official documents more meticulously.” (T4)

The findings regarding the second research question reveal that the participating teachers think that school principals can increase teachers’ motivation levels through providing support, making constructive criticisms, appreciating their success and offering an open communication channel.

### 3. Effectivity of supervision practices

The third research question aims to reveal the effectivity of supervision practices carried out by school principals. Figure 4 below demonstrates the percentages of the participants.



**Figure 4.** Effectivity of school principals’ supervision practices (%)

Figure 4 reveals that effectivity of school principals’ supervision practices is composed of four sub themes. These sub themes are administrator role (42%), supervision knowledge (26%), supervisor role (22%), and continuity (10%) respectively.

**Table 4.** Effectivity of school principals’ supervision practices

Themes	Codes	f
Effectivity	Administrator role	8
	Supervision knowledge	5
	Supervisor role	4
	Continuity	2

Table 4 shows that the effectivity of school principals’ supervision practices is related to administrator role (eight participants), supervision knowledge (five participants), supervisor role (four participants), and continuity (two participants). The participants’ views regarding sub themes are provided below.

“During supervision, school principal should abstain from statement and actions disturbing teachers and students, and supervision can be effective when it is practiced without falling short of the purpose”. (T8)

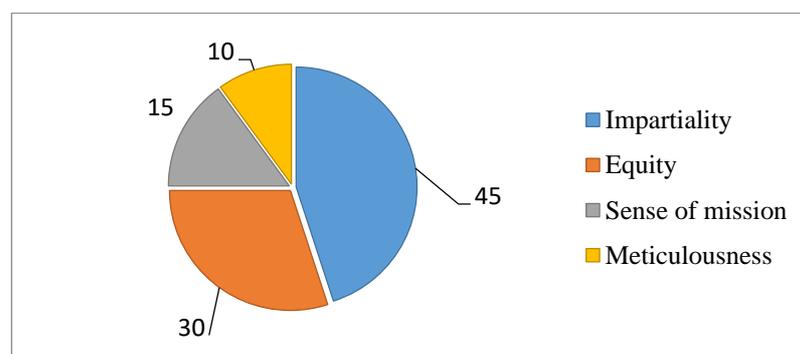
“There are sometimes insufficiencies with regard to content knowledge in some courses. There are also inadequacies in terms of new instructional methods and techniques” (T11)

“School administrators are demonstrating positive attitudes and democratic approaches. This increases teacher’s trust in school principals’ both administrator and supervisor roles.” (T7)

The findings regarding the third research question unearth that the participating teachers are of the opinion that effectivity of school principals’ supervision practices can be ensured when they successfully carry out both their administrator and supervisor roles, they improve their supervision knowledge and competencies, and employ continuity of supervision.

#### 4. Objectivity of supervision practices

The fourth research question aims to reveal the objectivity of supervision practices carried out by school principals. Figure 5 below demonstrates the percentages of the participants.



**Figure 4.** Objectivity of school principals’ supervision practices (%)

Figure 4 presents that objectivity of school principals' supervision practices is composed of four sub themes. These sub themes are impartiality (45%), equity (30%), sense of mission (15%), and meticulousness (10%) respectively.

**Table 5.** Objectivity of school principals' supervision practices

Theme	Codes	f
Objectivity	Impartiality	9
	Equity	6
	Sense of mission	3
	Meticulousness	2

Table 5 shows that the objectivity of school principals' supervision practices is related to impartiality (nine participants), equity (six participants), sense of mission (three participants), and meticulousness (two participants). The participants' views regarding sub themes are provided below.

“Impartiality is highly significant for us since equity is an aim for school administrators. They are always lucid and objective so that we can serve comfortably and with our heart and soul.” (T14)

“The supervision practices are carried out impartially, so the feeling of trust among teachers and administrators increases to higher levels” (T7)

“As principals are very close with some teachers, they may not be able to carry out objective supervision. The supervisor should be prejudice-free.” (T12)

The findings regarding the fourth research question suggest that the participating teachers think that objectivity of supervision can be ensured when school principals pay attention to impartiality, equity, sense of mission and meticulousness.

### **Discussion, Conclusion and Recommendations**

Education system has a dynamic structure and updates itself considering the global developments in terms of many aspects including curricula, teacher training, assessment and evaluation and supervision (Eryaman & Riedler, 2010). Supervision system, as an important stakeholder of education system, provides guidance for teacher and helps them improve themselves. Supervision and guidance services are provided by experts, school administrators, independent supervisors or academics in the education systems across the world. In Turkey, with the regulation in 2014, supervision in the class time is assigned to school principals. This study, therefore, aims to unearth teachers' opinions as to supervision practices carried out by school principals. To this end, interviews were held with 16 teachers and the findings are discussed with similar studies in the literature.

The first research question aims to reveal the contribution of supervision practice by school principals to teachers' professional development. The findings of the current study suggest that

teachers' professional development improves when school principals share their experiences with teachers and work in cooperation with teachers, teachers work in an organized way, supervision helps teachers overcome their insufficiencies and supervision is satisfying for teachers. Similar studies posit that school principals' supervision of lessons contribute to teachers' professional development and it is particularly helpful in overcoming insufficiencies (Yeşil & Kış, 2015). Developed countries aim professional development of teachers' by lesson supervision (Teddle, Stringfield & Burdett, 2003). It is observed that supervision contributes to teachers' professional development and making up for inadequacies (Demir & Tok, 2016). Teachers also want to take part in decision making processes in school principals' supervision of lessons (Duykuluoğlu, 2018). School principals and supervisors support teachers in regard to professional development (Mcfaul & Cooper, 1984). Strict supervision practices are seen as an important obstacle for teachers' professional development (Can, 2019). School principles contribute teachers' professional development by providing teaching materials (DiPaola & Hoy, 2013). The current supervision system cannot contribute to teachers' professional development adequately (Korkmaz, 2015). Supervision knowledge and skills of supervisors has developmental effect on teachers profession (Glickman, Gordon & Ross-Gordon, 2015).

The second research question aims to reveal the contribution of supervision practice by school principals to teachers' motivation. The findings suggest that teachers' motivation increases when school principals support teachers professionally, they make constructive criticisms regarding teachers' in-class professional competencies, they appreciate teachers' knowledge and competencies, and they provide an open channel for communication. There are studies in the literature arguing that there is a positive and high-level significant relationship between school principals' professional competencies and teachers' motivation (Yıldırım, 2015). There is a relationship between school principals' instructional leadership behavior and teachers professional motivation (Oyewole & Alonge, 2013). To increase teachers' motivation, there is need for a strong and successful school principal, an open communication channel, interactive human relationships and feeling of will for success (Ada, Akan, Ayık, Yıldırım & Yalçın, 2013). Instructional leadership behaviors of school administrate is a phase of teachers' motivation (Sergiovanni & Starratt, 1998). There is a medium level positive relationship between teachers' motivation levels and school principals' distributive leadership roles including supervision duty (Uçar, 2016). Leadership ability of school principle influence teachers' professional performance and motivation (Cholil, 2014). Preparing applied programs in training teachers, making constructive criticisms, offering suggestions and making supervision a tool for development are among the duties of school administrators (Çiftçi & Cesur, 2017). Supervisory support is a predictor of teachers' job demand (Hakanen, Bakker & Schaufeli, 2006).

The third research question aims to reveal the effectivity of supervision practices carried out by school principals according to teachers' views. It is identified that school principals' administrator

role, supervision knowledge, supervisor role and ensuring continuity are significant factors of effectivity of supervision. With respect to these findings, other studies also determined that carrying out supervision through school principals ensured continuity and offered more time for supervision (Arslanargun & Tarku, 2014). Poor communication and between school principal and teacher reduce the effectivity of the instructional supervision (Wanzare, 2011) It is more beneficial when supervision by school principals are practiced continuously throughout the semester (Dönmez & Demirtaş, 2018). Communications skills, problem solving ability and group working are the factors of supervision effectivity (Daresh, 2001). School principles overloaded paperwork and out of school duties hinder instructional leadership behaviors at schools (Shulman, Sullivan & Glanz, 2008). School principal should approach teachers with a constructive perspective and be a role model for them (Koşar & Buran, 2019). School principles' supervision contribute to teachers' cooperation and creating a team spirit (Florence, 2005). However, school principals are not adequate personally, professionally and with regard to supervision (Can & Gündüz, 2016). Supervision reveals teachers' professional deficiencies and advantages in the lesson (Velloo, Komuji & Khalid, 2013) which is an important factor of supervision role of school principles. Teachers do not find school principals adequate because they did not receive in-service training for supervision and supervision should be practiced in accordance with each school's peculiar characteristics (Şanlı, Altun & Tan, 2015). School principals' professional knowledge and experience have important role on educational supervision of teachers (Glickman, Gordon & Ross-Gordon, 2015). . School principles need to spend more time for effective lesson supervision (Williams, 2007). Studies report that school principal' competencies' regarding supervision is at a low level and they need in-service training in this issue (Koç, 2018).

The fourth research question aims to reveal the objectivity of supervision practices carried out by school principals according to teachers' views. The findings put forth that objectivity of supervision can be ensured when school principals are impartial and equal to teachers during supervision, they have sense of mission and execute the supervision meticulously being aware of the significance of supervision. In this context, Şanlı, Altun and Tan (2015) argue that school principals generally practice supervision in line with impartiality principle. Opinions of parents, students and colleagues on teachers' performance positively affect the objectivity of the supervision (Zepeda, 2003). School principals' sticking to the principle of impartiality in supervision increase the effect of supervision (Yeşil & Kış, 2015). It is suggested that principals with less than 20 years of experience may not be impartial and principals with more experience tend to be impartial (Ergen, Eşiyok, 2017). School principles supervision role covers true, correct and proper rules and procedures (Kadushin, 1992). It is identified that supervision carried out by expert school principals may be more objective particularly when permission is taken from teachers (Köybaşı, Uğurlu, Bakır & Karakuş, 2017).

The current study, all in all, suggests that teachers have a positive stand towards supervision practices by school principals; however, they have some expectations. Teachers' trust to supervision

may increase on the accounts that school principals are trained in terms of supervision; they improve themselves in this issue and carry out their practices meticulously through abstaining from role conflict. Building a cooperation relationship to overcome teachers' insufficiencies by school principals may improve teachers' professional development. When school principals practice supervision by sticking to impartiality and equity principles, supervision system becomes more reliable. School principals' constructive criticisms, recommendations for solutions, cooperation with teachers and communication may increase teachers' motivation.

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