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The Opinions of the Principals and Teachers on the Classroom Inspection Conducted by the School Principals

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Abstract

This study aims to determine the opinions of principals and teachers about the inspection of classrooms conducted by school principals. The phenomenological method, which belongs to the qualitative methods, was used for the research. The study's research group consisted of 10 school principals, selected according to the criterion sampling, working in independent secondary schools in the center of Bolu during the second semester of the 2021-2022 school year, and 20 teachers working in these schools. The research data were collected using semi-structured interview forms developed by the researcher, and the data were analyzed using descriptive analysis and content analysis. The research found that principals and teachers were positive and negative about principals' knowledge and skills in inspecting classrooms. Principals' problems in classroom observation, the appropriateness of principals' classroom observation, and the effects of principals' classroom observation on teachers' development were also revealed. In addition, it was found that both principals and teachers frequently mentioned: "the topic of in-service training" for principals to make principal inspections more effective. It was also found that the influence and authority of principals should be strengthened, and teachers expressed strong opinions about increasing inspection time. In connection with these findings, it was suggested that principals receive in-service inspection training, extend inspection duration, conduct inspection according to objective criteria, and expand principals' authority for instructional inspection.

Keywords: Classroom inspection, Principal, Teacher

Introduction

Today, as in any field, there are developments in education, studies are conducted to improve the quality of education. These studies may vary according to countries' social, economic and cultural characteristics. The studies discuss many topics such as educational programs, teaching materials, teacher and administrative competencies and inspections. In Turkey, these and similar topics are discussed, and studies are conducted to improve the quality of education. Inspection, one of these working titles, is on the education agenda, and how, when, and by whom inspection should be conducted are being discussed. Considering the significance of effective and efficient inspection, it is thought that inspection supports the attainment of objectives by favorably influencing the performance of educational institutions. (Altunay, 2020; Aydın, 2014).

Because systems need effective management within themselves, it can be said that effective management can only be ensured through effective inspection. (Öztürk & Gök, 2010). It is a fact that control (Aydın, 2014), which is both an organizational and a principle necessity, has a positive effect on the efficiency and effectiveness of the organization for the benefit of the public (Ateşoğlu & Akbaşlı, 2020). When examining the literature, Taymaz (2002) defines the concept of inspection, for which there are different definitions, as the situation of monitoring and evaluating the work done, making suggestions to the authorities to increase efficiency, and assisting the personnel of the institution by guiding their work and training processes; Aydın (2014) defines it as the process of determining the compliance of organizational actions with the intended principles and rules. Assuming that inspection is important for the development of organizations, it becomes clear that educational inspection is also important in educational institutions that are also organizations. Altıntaş (1992) explains educational inspection as the process of uncovering the realization situation, identifying and evaluating existing problems in the context of legislation, the purpose of the institution, educational principles, and economic measures related to human and material resources of educational institutions. According to Lunenburg and Ornstein (2013), instructional inspection is the process of monitoring and correcting the functioning of schools to prevent deviation from goals. Instructional inspection, which is a part of the educational inspection, is explained as the evaluation process of

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teaching (Balcı, 2005) or inspection by teachers during teaching (Yeşil & Kış, 2015). Similarly, Taymaz defines instructional inspection as the process of observing and evaluating teachers who teach in educational institutions in terms of their education and training (Taymaz, 2002). From this point of view, it can be said that the main purpose of classroom inspection is to improve the quality of education by evaluating teachers. However, to achieve the purpose of inspection, it is important to know by whom the inspection is conducted.

In the Ministry of National Education ([MoNE], MEB), inspectors mostly conducted classroom inspections, which continued until 2014 (Taymaz, 2015). However, with the regulations issued after that date, the situation has changed, and principals' influence in inspecting classrooms has increased. With the change in the law in 2014 and 2016, the tasks of classroom inspection were taken from the school inspectors (Ergen & Eşiyok, 2017) and transferred to the school principals under the previous legislation (MoNE, 2000). After this regulation, institutional inspection was assigned to education inspectors, and classroom inspection was assigned to school principals (Ateşoğlu & Akbaşlı, 2020). Considering that inspection is a situation that requires continuity, the importance of classroom inspection conducted by school principals is even more obvious. (Duykuloğlu, 2018). This is because the person who is responsible for achieving the set goals in education and training in schools is the school principal. With the effective management and control of school principals, it is possible to realize the educational activities and achieve the intended results of these activities (Yeşil, 2018). For this reason, it can be said that school principals with the necessary knowledge and experience in the field of inspection will positively contribute to achieving the purpose of inspection (Duykuloğlu, 2018) and will have a positive impact on teachers' professional development. However, school principals' inspection of classrooms can produce positive and negative results.

Since principals are in the same school, the ability to inspect teachers more easily and frequently and to determine the results in a short time are the positive aspects of principal inspection. The negative effects of principals on instructional inspection include principals' lack of knowledge and skills in inspection and the fact that teachers and principals are colleagues (Koç, 2018). Considering that the person who achieves the goals by keeping the culture of schools alive is the principal, the importance of principals becomes clear (Bursalıoğlu, 2015), and their responsibility for classroom inspection increases. This is because classroom inspection is considered to eliminate teachers' deficiencies, improve their skills by adapting them to the profession and environment, and evaluate teachers' success in the classroom. However, for principals to contribute to teachers' development, teachers' deficiencies must be revealed and the type of support they need must be identified. For this reason, classroom inspections of teachers should be conducted more frequently (Memişoğlu, 2001; Taymaz, 2015). Principals strive to improve themselves so that they can carry out the inspection according to its purpose and that the inspection process is a professional contribution for the teacher. (Özmen & Batmaz, 2006). For this purpose, principals must have qualities such as supervisory skills, contribution to teacher development, and timely inspection behavior (Aydeniz Can & Gündüz, 2021). In this process, school administrators are expected to ensure the development of the school by managing the school following the established goals. To achieve this, the administrator must know the curricula of the classrooms in their school, improve communication with teachers, ensure collaboration between teachers, and control the process by evaluating teachers (Ural & Aslim, 2013). However, it has been shown that school principals do not receive the necessary training in areas such as guidance, instructional techniques, measurement, and evaluation for inspecting classrooms (Tonbul & Baysülen, 2017; Akbaşlı, 2010). Reasons such as the fact that educational administration is not considered a specialization in Turkey and that school principals have many duties and responsibilities cause principals to have difficulty in fulfilling their supervisory and leadership responsibilities (Bayraktutan, 2011; Fırınçioğulları Bige, 2014). Also, the fact that principals do not find enough time to inspect courses (Altunay, 2020) has a negative impact on achieving the purpose of inspection. On the other hand, principals are expected to improve teachers' effectiveness to achieve the set goals in education (Ateşoğlu & Akbaşlı, 2020). For this reason, it is important to determine the opinions of school principals and teachers about the inspection of classrooms conducted by school principals. Thus, the aim is to identify the shortcomings of classroom inspections conducted by school principals from the point of view of school principals and teachers and to propose solutions. In addition, the study results are intended to contribute to more effective classroom inspection both in the literature and in the context of the findings.

Purpose of the research

The purpose of this research is to determine the opinions of principals and teachers on classroom inspection of school principals. To this end, answers to the following questions are sought. As a principal:

- 1-Do you think you, as a school principal, have sufficient knowledge and skills regarding classroom inspection? Why?
- 2-Do you think classroom inspection is a problem? If your answer is yes, can you give the reasons why?
- 3-Do you think it is appropriate for classroom inspections to be conducted by school administrators? Why?

4-Do you think classroom inspections conducted by principals serve to develop teachers? Why?

5- What do you think about making principal-led classroom inspections more effective?

As a teacher:

1-Do you think your principal has sufficient knowledge and skills regarding classroom inspections? Why?

2-Do you think your principal has a problem with inspecting classrooms? If you answered yes, can you give the reasons why?

3-Do you think the school principal should conduct classroom inspections? Why?

4- Do you believe that classroom inspections conducted by school leaders contribute to teacher development? And why?

5- What do you think about how the classroom inspections conducted by the principal can be made more effective?

Method

Research Model

The phenomenological method, which belongs to the qualitative research methods, was used for the research. The phenomenological method (Creswell, 2007), which involves bringing individual experiences about a phenomenon to a more general level, can be defined as revealing and interpreting individual perceptions about a phenomenon (Yıldırım & Şimşek, 2011). In this study, the views of principals and teachers about classroom inspection were examined in detail, and an attempt was made to uncover them.

Study group

The study's research group consisted of 10 school principals, selected according to the criterion sampling, working in independent secondary schools in the center of Bolu during the second semester of the 2021-2022 school year, and 20 teachers working in these schools.

Table 1. The demographic characteristics of the participants in the study

		Principal	Teacher
Gender	Female	-	T1, T2, T3, T4, T6, T7, T10, T11, T12, T13, T14, T15, T16, T19, T20
	Male	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	T5, T8, T9, T17, T18
Education status	Graduate	P1, P3, P6, P8, P9, P10	T1, T2, T3, T4, T5, T7, T9, T10, T11, T12, T13, T15, T16, T17, T18, T19, T20
	Postgraduate	P2, P4, P5, P7	T6, T8, T14,
Seniority	0-4 years	P3, P4, P10	-
	5-8 years	P2, P6, P8, P9	T11, T12, T13
	9-12 years	P7	T1, T3
	13-16 years	P1, P5	T6, T7, T8, T9, T10, T14, T15, T17, T18, T19, T20
	17-20 years	-	T4, T16
	21+ years	-	T2, T5

Table 1 shows that all principals are male; 6 have a university degree, and 4 have a postgraduate degree. Three of them have seniority of 0-4, 4 of 5-8, 1 of 9-12, and 2 of 13-16. Fifteen of the teachers are women, 5 of them are men, 17 of them have a university degree, and 3 of them have a postgraduate degree; it was found that 3 of them had 5-8, 2 of them 9-12, 11 of them 13-16, 2 of them 17-20, and 2 of them 21 or more years of service. The study sample was created using the criterion sampling method, which belongs to non-probability sampling. The main purpose of criterion sampling is that the researcher determines in advance the criteria for who will be included in the study and forms the sample from individuals who best meet these criteria (Yıldırım & Şimşek, 2011). In the present study, care was taken to ensure that all teachers participating in the study were controlled by their principals, the principals were listed as permanent employees, and all participants were volunteers.

Data collection instrument

The researcher prepared semi-structured interview forms to elicit principals' and teachers' opinions about the instructional inspections conducted by principals, and the research data were collected using these forms. To ensure the validity and reliability of the interview forms, the relevant literature was searched, and a draft of the

questions was prepared. The opinions of three researchers who are experts in the field were obtained for the draft questions, and internal validity was ensured. In addition, to check the clarity of the questions, the questions were presented to two Turkish teachers. In addition, an interview questionnaire consisting of 5 questions was applied to three principals who were not part of the sample and five teachers who were excluded from the sample after an inspection. It was found that the questions were clear and understandable. Finally, the research data were collected with the permission of the Human Research Ethics Committee with protocol number 2022/44 of Bolu Abant İzzet Baysal University.

Analysis of the data

Descriptive analysis and content analysis, which belong to the methods of qualitative data analysis, were used to analyse the participants' views. Data analysis consists of coding the data, identifying the themes, organizing the codes and themes, and finally defining and interpreting the results (Yıldırım & Şimşek, 2011). In the analysis phase, the interview forms were first analyzed, and the participants' views were grouped according to their commonalities. In the analysis phase, codes were assigned to principals (P1, P2) and teachers (T1, T2). In the results phase, the table indicates the number of times a concept or idea is repeated, and the salient views on the idea are presented objectively and discussed in the context of the relevant literature. In this way, the data were regularly interpreted and provided to the researchers (Yıldırım & Şimşek, 2011).

Validity and Reliability

To increase the validity and reliability of the study, the coding of the data during the analysis phase was performed independently by two researchers. The conclusions drawn by the researchers regarding the reliability of the data obtained during the research were reviewed, and the formula "agreement/ (agreement + disagreement) x100" proposed by Miles and Huberman (1994) was used to calculate the consensus rate. As a result, in analyzing the principal's and teachers' opinions, a consensus rate of 85% was obtained, which was sufficient agreement (Miles & Huberman, 1994). Since the principal and teachers were included in the study, the data were collected and recorded in written form. The recorded statements were read to the participants and confirmed a second time. It was not intended to be a complete count, as participants may have more than one opinion.

Results and Comment

In this part of the study, the results and comments related to the results are given.

The first sub-problem of the study considers the opinions of principals and teachers on the situation of principals having sufficient knowledge and skills to inspect classrooms.

Table 2. The knowledge and skills of principals for classroom inspection

Opinions of Principals	f	Opinions of Teachers	f
Yes, I am sufficient. Because		Yes, he/she is sufficient. Because	
I have experience and knowledge	4	he/she has improved himself/herself.	7
I am good at classroom management	2	he/she gives feedback(positive/negative)	4
I am proficient at teaching methods and techniques	2	he/she has a good communication	3
I have a master's degree.	1	he/she is good at classroom management	2
I follow scientific publications	1	he/she is good at methods and techniques	2
I attended in-service training.	1	he/she is suitable for the branch	2
No I am not sufficient. Because		he/she uses specific criteria (like a form)	1
I do not have experience and knowledge	3	No he/she is not sufficient. Because,	
I do not have inspection training	2	he/she is not suitable for the branch	6
I am having a branch-related trouble	2	he/she has no principal knowledge or qualifications	3
I do not know what to inspect and how to carry out an inspection	1	he/she does not know the student	2
		he/she has been alienated from the teaching job.	1
		he/she makes things difficult	1
		he/she has no experience	1
		he/she has poor direction	1

Examining Table 2 demonstrates that principals and teachers hold differing viewpoints regarding the knowledge and abilities required of principals while inspecting classrooms. When principals consider themselves as sufficient, they say, "I have experience and knowledge" (f=4), and teachers say "He/she has improved" (f=7). In the case of inadequacy, it was found that principals repeated the opinion "I have no experience and knowledge" (f=3), and teachers most often said "The branch is not suitable" (f=6). Examining Table 2, it is clear that principals and teachers have many different opinions about appropriateness or inappropriateness. Given the impact of inspections on the professional growth of teachers, both principals and teachers, it is essential to hold more positive views. On the other hand, both principals and teachers must indicate that principals experience inadequacies due to their branches. For this reason, it can be said that principals should be trained on this topic, focus on issues such as classroom management and communication during inspections, and guide teachers on these issues. Examples of principals' views on this topic include:

"Yes, I think so. I have gained knowledge by attending professional development seminars on classroom management. I have gained experience because I have been a principal for a long time" (P1), "I have not received any in-service training... Therefore, I do not think I have sufficient knowledge and skills." (P10), Examples of teachers' views on this topic include: "Yes, I think so. Because he has academic knowledge and skills. Even though it's not his area of expertise, he makes us feel good by doing the inspection in a positive way..." (T15), "... He may not be sufficient in the content of other classrooms during the inspections he carries out due to his branch. Especially in a foreign language and numerical classrooms." (T20).

In the second sub-problem of the research, the opinions of the principal and teachers about whether there is a problem in the classroom inspection of the principals are included.

Table 3. Problems with principals' classroom inspection

Opinions of Principals	f	Opinions of Teachers	f
Yes, there is. Because		Yes, there is. Because,	
I am short of time	4	There are scorings and grades	2
Teachers are reluctant	3	The teacher is experiencing stress	1
Training required	1	The principal is not an expert in the field	1
No continuity	1	The principal does it out of necessity	1
Managing job is temporary	1	It may be a threat to principals	1
Inspectors must carry out inspections	1	Students are afraid of the principal in the classroom	1
Classrooms are too crowded	1	No, there is not.	16
No, there is not.	5		

Table 3 shows the opinions of the principals and teachers regarding the principals' inspection of the classrooms. When examining the table, it became clear that both principals (f=5) and teachers (f=16) expressed the opinion that "there is no problem". On the other hand, it became clear that principals expressed the opinion "I do not have enough time" (f=4) and teachers expressed the opinion "There are points and grades" (f=2) most frequently regarding the problems. It is considered important that principals, and especially teachers state that there are no problems in inspecting classrooms. From this, it can be inferred that teachers accept classroom observation and consider it a necessity. On the other hand, it can be said that principals have too many tasks and responsibilities, which means they do not spend enough time on classroom inspection.

As a result of the research, the following statements of principals can be used as an example:

"Since there are annexes with regulations on the issues to be considered when inspecting classrooms, I have no problems." (P4), "There are problems such as lack of time, not enough lessons, and teachers' reluctance." (P7); The teachers' statements that can be used as examples are as follows: "I do not think there is a problem. The control of an administrator within the school culture creates a comfortable teaching environment for me." (T10), "I think there is a problem because of grading and grading by inspection." (T1).

The third sub-problem of the research is about the opinions of the principal and teachers about the appropriateness of the principal's inspection of the classrooms.

Table 4. Opinions about the classroom inspections carried out by the principals

Opinions of Principals	f	Opinions of Teachers	f
Suitable. Because		Suitable. Because,	
He/she gets to know the teacher better	7	He/she spends a lot of time with the teacher	9
He/she provides better motivation for the teacher	5	He/she may be more objective	1
Not suitable. Because		Not suitable. Because	
Inspections must be carried out by inspectors	2	The branch is not suitable	8
He/she may experience field-related trouble	1	He/she has no knowledge and experience	3
He/she may not be objective	1	He/she may discriminate between political views/ union	1
No sanctions	1	Lack of time	1
Lack of time	1	It creates psychological pressure	1
		The concept of inspection is wrong	1
		He/she scores teachers.	1

The opinions of the principals and teachers about the inspection of the classrooms conducted by the principals are shown in Table 4. Examining the table, it can be seen that the principals' statements "He gets to know the teacher better" (f=7), and the teachers' "He spends a lot of time with the teacher" (f=9) are among the most repeated opinions among the "suitable" views. On the other hand, it can be seen that among the "not suitable" opinions, the principals "Inspectors must do inspections" (f=2) and the teachers "The branch is not suitable" (f=8) are the most frequently expressed. Apart from these views, the views of principals and teachers are also different (Table 4). It is assumed that principals get to know teachers better because they spend more time with them, so principals and teachers agree on this view. However, it can be said that the participants frequently mention the problems of differences, lack of knowledge and skills and that the authorities should work more on these problems. Indeed, it can be assumed that an inspection that is carried out outside its purpose will reduce teachers' motivation and do more harm than good. Concerning the results, the statements of the principals that can be given as examples are as follows:

"Appropriate. Because the inspector sees the teacher for a few hours in the school. In the meantime, the teacher may be in a bad mood. The principal knows the teacher better." (P8), "It should be done by inspectors or people with inspection training. No sanctions, no time." (P6) Teachers' statements that can be cited as examples are as follows: "... It is better when principals inspect because they know the school, students, and social environment better and spend more time with teachers..." (T18), "Not suitable. Because the branch is not suitable; besides, the principal entering the classroom and giving points creates psychological pressure on the teacher." (T1).

The fourth sub-problem of the research includes the opinions of the principal and teachers about the impact of classroom inspections on teacher development.

Table 5. The effect of school principals' classroom inspections on the development of teachers

Opinions of Principals	f	Opinions of Teachers	f
Yes, there is. Because		Yes, there is. Because	
He/she transfers experiences and provides guidance	5	Contributes to the Professional development	7
He/she contributes to the Professional development of teachers	4	increases morale and motivation	3
Collaboration and solidarity increase	1	Provides document order	3
Teachers' motivation increases	1	No, there is not. Because	
No, there is not. Because		He/she has no knowledge and experience	9
Unable to contribute to the development	2	Inspection time is limited	5
There is no objective evaluation	1	Not done seriously	3
		No inspection needed	2
		Creates stress	1
		He/she does not know the shortcomings	1
		He/she does not know the students	1
		He/she is not objective	1

Table 5 shows the principals' opinions about the impact of classroom inspection on teacher development. From the table, it can be seen that in terms of development, the principals' opinion was "to share experiences and provide guidance" (f=5). The teachers' opinion was most frequently "to contribute to professional development" (f=7). On the other hand, it can be seen that principals held the opinion of "not being able to contribute to development"

($f=2$), and teachers held the opinion of "not having knowledge and experience". When examining the table, it was found that principals and teachers have different views. It can be assumed that the statement "Contributes to the professional development of teachers" in the opinions of principals and teachers and in the classroom visits of principals is important for education because it can be said that teachers who develop professionally are more productive for students. On the other hand, the fact that teachers primarily express problems with the knowledge and experience of principals can be interpreted to mean that principals need training in classroom visits. Parallel to the results, the following examples of statements made by principals can be cited:

"I see their deficits and guide them in this regard and share my experience. I increase their motivation by telling them about the positive aspects of the classroom." (P5), "It has no contribution to development. The fact that teachers have a close relationship with the principal has a negative effect on the objectivity of the inspection." (P7); Examples of teachers' statements include the following, "The principal knows our pluses and minuses and gives us feedback, contributing to our development... It would be better if the principal supervises, even if someone from outside the institution supervises." (T10), "If the principals have sufficient knowledge and experience in inspection, it can benefit teachers. But these aspects are missing." (T8).

In the fifth sub-problem of the research, the opinions of the principals and teachers about making instructional inspections more effective by the principal are included.

Table 6. Opinions on school principals' more effective classroom inspection inspection

Opinions of Principals	f	Opinions of Teachers	f
He/she should receive in-service training	9	Inspection time should be increased	7
His/her authority and influence should be increased	4	He/she should receive in-service training/should specialize	7
He/she should strive to improve himself/herself	1	He/she should have a good orientation	4
Ministry inspectors should be more understanding	1	He/she should not carry out an inspection	3
Inspections should be followed through MEBBIS	1	He/she should be objective and fair	3
A general evaluation form should be created	1	He/she should do it more seriously	2
		He/she should listen to teachers' opinions and suggestions	2
		He/she should give advance notice	2
		Reward and punishment systems should be implemented	1
		Documentation should be checked	1
		Inspections should be carried out by experts	1
		Inspections are carried out effectively	1
		He/she should specialize in inspection	1

Table 6 shows the opinions of principals and teachers regarding more effective inspections by principals. In examining the table, principals express the following opinions: Principals should receive in-service training ($f=9$), "influence and authority should be strengthened" ($f=4$). On the other hand, it can be seen that teachers express their opinions intensively on "Inspection time should be increased" and "They should receive in-service training/specialisation" ($f=7$). From the table, it can be seen that both principals and teachers think that principals should receive in-service training on classroom inspection. The reason for this can be seen in the fact that principals are not trained to inspect or that they generally do not receive post-graduate training in this area. Again, it can be said that teachers indicated that the time for inspecting classrooms should be longer because they could not fully show themselves in a classroom. The principals' views on conducting inspections more effectively, which can be cited as examples, are as follows:

"Principals should receive training on inspecting classrooms, their authority over rewards and punishments should be strengthened, and principals should strive to improve themselves." (P2), "A system should be created in a digital environment and classroom inspections should be tracked through this channel..." (P8) Teachers' views on conducting inspections more effectively, which can be cited as examples, are as follows: "It is not appropriate to conduct classroom inspection only for one lesson and once a year..." (T14), "It would be better if professionals conducted the inspection of classrooms" (T2), "The school principal must first be objective and fair..." (T6), "The principal should not conduct an inspection because it is not sufficient" (T4).

Conclusion and Discussion

In the first sub-problem of the research, the knowledge and skills of principals regarding classroom inspection were discussed with the opinions of principals and teachers. Principals for classroom inspections; In areas such as experience and knowledge, classroom management, teaching methods and techniques, teachers indicated that they have knowledge and skills for classroom inspections due to reasons such as self-improvement and feedback from principals. Ateşoğlu and Akbaşlı (2020) and Dönmez and Demirtaş (2018) support the research findings by concluding that teachers consider their principals to be experts and have sufficient knowledge and skills in classroom inspection, while Altunay (2020) states that principals feel competent in classroom inspection. Yeşil and Kış (2015) also supported the research findings by concluding that principals provided feedback after instructional inspection, and Koçak and Memişoğlu (2020) showed that principals showed positive communication during instructional inspections. On the one hand, principals expressed that they were inadequate in terms of classroom inspection because they lacked experience and knowledge. Teachers, in turn, indicated that principals lack sufficient knowledge and skills in inspecting classrooms due to factors such as industry differences. In their study, Köybaşı, Uğurlu, Ağiroğlu Bakır, and Karakuş (2017) concluded in their study that teachers in elementary schools do not consider their principals to be sufficient in terms of inspecting classrooms. Deniz and Saylık (2018) also showed similarities with the research findings by concluding that principals have problems such as knowledge and skills, communication, and different branches in inspection from teachers' perspective. Examining the relevant literature, we find that there are several studies (Balyer & Özcan, 2020; Beytekin & Tas, 2017; Dobbelaer, Prins & Dongen, 2013; Koç, 2018) that are similar to the research findings. In order for inspection to serve its purpose, principals must be qualified to inspect, use modern inspection techniques, and contribute to teacher training (Aydeniz Can & Gündüz, 2021). For this reason, it can be said that principals should focus on in-service courses to improve their knowledge and skills related to classroom inspection. In the second sub-problem of the research, the opinions of principals and teachers on the problems principals experience in inspecting classrooms were included, and it was concluded that both principals and teachers mostly do not experience problems. In Koçak and Memişoğlu (2020) study, some teachers concluded that principals did not experience problems in inspecting classrooms and supported the study's findings. The reason for this can be seen in the fact that the number of principals who have received in-service and postgraduate training in recent years has increased, which positively impacts classroom inspection. On the other hand, principals' lack of time and teachers' unwillingness for classroom inspections. In turn, teachers expressed problems such as evaluation and grading, the creation of stress, the fact that principals are not experts, and that they are a threat to principals. In Koç's (2018) study, teachers mentioned the problem of shortage of time among the problems of principal inspection, and Koşar and Buran (2019) concluded in their study that teachers' stress during principal inspection, principals' lack of knowledge in this field, and teachers' prejudice against principals are similar to the findings of this study. It can be seen that there are various studies in the relevant literature (Altunay, 2020; Balyer & Özcan, 2020; Bayar, 2017; Deniz & Saylık, 2018; Dönmez & Demirtaş, 2018; Koçak & Memişoğlu, 2020; Köybaşı et al., 2017) that support the research findings. The reasons for this may include the fact that school principals do not receive the necessary training in areas such as guidance, measurement, and evaluation related to classroom inspection (Tonbul & Baysülen, 2017; Akbaşlı, 2010) and there are disagreements between principals and teachers, such as political views and unions.

The third sub-problem of the research included the opinions about the inspection of the school principals. Principals and teachers overwhelmingly thought that principals' inspection of classrooms was appropriate because principals spend more time getting to know teachers better. When examining the literature, we find that there are many studies (Arslanargun & Göksoy, 2013; Ateşoğlu & Akbaşlı, 2020; Deniz & Saylık, 2018; Dönmez & Demirtaş, 2018; Yeşil & Kış, 2015) that support this view. In the research, teachers generally indicated that principals are experts, competent, and friendly in inspecting classrooms. Teachers expressed positive views about principals' inspection of classrooms because some principals improve in inspection, receive postgraduate training in this field, and establish positive communication with teachers. On the other hand, the research found that some principals and teachers did not think principals' classroom inspections were appropriate. While principals generally underlined that inspections should be undertaken by inspectors, teachers claimed that principals lacked the expertise, knowledge, and experience to inspect classrooms. Balyer and Özcan (2020) in their study stated that principals have problems with the ability to inspect classrooms, Deniz and Saylık (2018) that teachers have problems such as knowledge and skills for inspecting principals, and that their branch is not suitable, Dönmez and Demirtaş (2018) in their study about principals and teachers being subjective in audits, lack of information about auditing; Teachers, on the other hand, indicated that principals are not suitable for classroom inspection for reasons such as objectivity and ideological distinctions, and they supported the findings of the study. When examining the relevant literature, it was found that there are several studies (Altunay, 2020; Koçak & Memişoğlu, 2020; Koşar & Buran, 2019; Köybaşı et al., 2017) that conclude that school principals are not suitable for classroom inspection. Considering the impact of inspection on the quality and efficiency of teaching, it is thought-provoking that both

principals and teachers stay away from the topic of classroom inspection. For this reason, it can be said that the Ministry of Education should reconsider the inspection subject and provide further training to school principals, especially regarding the supervision of various branches.

The fourth sub-dimension of the study was the impact of classroom inspection on teacher development by principals. Principals and teachers generally indicated that classroom inspection by principals enables teachers to develop professionally, guide them, and motivate them. Akbulut Altınova and Gündüz (2021) concluded in their study that principals share knowledge and experience during classroom inspection and enable teachers to have more control. Koçak and Memişoğlu (2020) and Yeşil and Kış (2015) agreed with the research findings by concluding that classroom inspection of teachers contributes to their development mainly for reasons such as sharing experience and knowledge. Inspection of the employee should reveal and develop their abilities. This is because employees often do not recognize their talents.

For this reason, the inspector should support the development of the person by revealing their abilities during the inspection (Ünal 1989; cited in Taymaz, 2015). For this reason, the principal should recognize teachers who are important human resources during inspections, be aware of their talents, and provide opportunities for the development of these talents (Koçak & Memişoğlu, 2020). In the current study, the emergence of opinions that inspections contribute to teachers' development can be interpreted as those of school leaders. On the other hand, teachers expressed the opinion that principals' classroom inspections did not contribute to their development. Principals agreed that inspection was not objective, and teachers agreed that principals could not contribute to teacher development due to principals' lack of knowledge and experience, limited time, lack of seriousness, and stress. It can be seen in the relevant literature that there are many studies (Balyer & Özcan, 2020; Beytekin & Tas, 2017; Dobbelaer et al.; 2013; Deniz & Saylık, 2018; Koç, 2018; Köybaşı et al., 2017) that support this finding of the research. Hoy and Forsyth (2004) emphasized that the new inspection approach focuses on teacher development, so effective inspection is important for teacher development. It can be inferred that some principals cannot contribute to teacher development due to inadequacies such as knowledge and experience in inspecting classrooms. The final section of the study reflects the opinions of principals and teachers on how school leaders can be more effective in inspecting classrooms. The results show that principals frequently commented on in-service training and strengthening authority in classroom inspection, while teachers more frequently commented on increasing the duration of inspection, impartiality and fairness, seriousness and advance notice, and in-service training and specialization. The fact that both principals and teachers commented too frequently on in-service training can be interpreted to mean that there are too many problems in this regard. In fact, Koçak and Memişoğlu (2020) stated that principals should specialize in inspecting classrooms; Deniz and Saylık (2018) also concluded that principals should receive in-service training on inspection, and they agreed with the findings of the survey. Moreover, it is noteworthy that principals mainly expressed their views on strengthening influence and authority. It can be inferred that principals have authority issues, especially regarding punishment and reward in classroom inspection. On the other hand, teachers seem to draw attention to the time problem, especially in inspection. It can be said that the reason for this situation is that principals cannot spend much time on inspecting teachers due to their intensive work schedule. In addition, it is considered important for teachers to express the problems of impartiality and fairness above all. The reason for this is that some principals discriminate against teachers based on their political and union views and gender, which is reflected in classroom inspections. To prevent this, a universal and impartial evaluation form should be created for all school principals to use.

Recommendations

In parallel with the research findings, suggestions can be made following the study, such as ensuring that principals receive in-service training for classroom inspection, the importance of postgraduate training, extending the duration of inspection, conducting inspection according to objective criteria, expanding principals' authority to inspect classrooms, taking measures for inspection to ensure teachers' professional development, especially the active use of the reward system in inspection, inspection providing feedback to teachers.

Limitations

The study group of the research consisted only of principals and teachers working in independent secondary schools in the central district of Bolu, which can be counted among the research limitations.

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There are no notes and thanks for the research.

Author (s) Contribution Rate

The author made the entire contribution to the article.

Conflicts of Interest

There are no conflicts of interest in the article.

Ethical Approval

Ethical permission (08-03-2022 - 2022/44) was obtained from Bolu Abant İzzet Baysal University for this research.

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