

Full Length Research Paper

Student teachers' perceptions about their education supervisors' role

Atila YILDIRIM

Necmettin Erbakan University, Ahmet Keleşoğlu Educational Faculty, Meram/Konya 42090 Turkey.
E-mail: yildirimtrkon@gmail.com, ayildirim@konya.edu.tr. Tel: 0090 3323238220, 0090 5552703214.
Fax: 0090 3323238225.

Accepted January 25, 2013

Since the supervisor's behavior influences the productivity of the group, it may also affect the level of fulfillment of the organization's goals. It is an undeniable fact that education supervisors assume outstanding roles in the healthy functioning of the education system and in determining whether the goals set have been attained or not. Just as teachers are important in the success of students in schools, likewise, supervisors' guidance of teachers professionally is equally important in teachers' success. The objective of the study is to determine student (candidate) teachers' perceptions about education supervisors through metaphors. The qualitative research method was used in the collection, analysis, and interpretation of data. Data were collected by asking the study group to complete the sentence: "The educational supervisor is like ... because ..." in writing. The data were analyzed using the method of content analysis. The metaphors produced by the participants were classified into 9 themes taking into consideration the student teachers' explanations of their supervisors as frightening, guiding, controlling, evaluating, criticizing, ineffective, and inconsistent. After the analysis, it was found out that student teachers perceived education supervisors as individuals who exhibit: 1) positive (guiding, developing, protecting, evaluating and controlling) behaviors and 2) negative (frightening, criticizing, ineffective and inconsistent) behaviors. When these two aggregate results, that is, positive and negative were evaluated together, it was observed that education supervisor was perceived both as an individual who is feared and always looks for negative aspects, and as an individual who develops, protects, guides, forms, and supports.

Key words: Provincial education supervisor, student teacher, metaphor, primary education.

INTRODUCTION

Supervision can be defined as a control system for behavior in the interest of the public or as a prerequisite process for the most efficient and beneficial use of organizational resources so that organizations can survive and develop (Bursalioglu, 1991; Taymaz, 1993; Başar, 2000; Aydın, 2005). Supervision does not only determine the grade of executing the purposes of national education or determine deficiencies if any, but also helps to perform necessary corrections and take necessary measures for the healthy operation and improvement of the system according to the data obtained (Yildirim, 2013).

Evaluation measures teacher's proficiency; supervision aims to raise the quality of education in school and is a

developmental process, used in a similar sense as the major themes of the same culture (Dönmez and Beycioğlu, 2009). Supervision is seen as more of a control process. The concept of supervision has been used in different ways in the light of contemporary developments. One of these uses is that supervision is seen as a process of human relationships. In this sense, the supervisor is a person who communicates, enables people to listen to each other, brings together people who have similar problems and have the resources to help each other, encourages individuals to engage in new activities, suggests to people venues where they can discuss their problems and find solutions to them, and encourages individuals to express their views about the

system and the policies that are being implemented (Aydin, 2005). According to Oliva and Pawlas (2001), the supervisor is “an ideal person” who leads people to think about new methods and things. He has to do research in order to convey valuable attitudes and find answers to all the problems encountered by employees that otherwise seem to be without answers. The supervisor, who helps teachers, can be influential in a participatory and democratic environment where each individual is valuable. What the supervisor needs is to be inclined to change and to ensure continuous development.

There is a constant need for feedback and correction in the entirety of the system to ensure the healthy functioning of the education system. Supervision is an important subsystem in determining whether the education system has attained its goals or not. The supervisor has a form of communication that is either open and honest or closed and defensive in his approach toward others and behaviors. Both sides should understand one another and know each other’s intentions, and a common meaning should be formed. Feedback is needed to achieve this. In supervision, corrective feedback is an important organizational device as it focuses on the difference between the performance level desired by the organization and the receivers’ performance. As a matter of fact, this corrective feedback provides information about quality standards, increased production, and how to adapt to changing conditions. It is known that corrective feedback increases performance by directing employees to correct performance strategies and by motivating them (Fedor and Ramsay, 2007). Defined shortcomings in performance may create pressure to cope with the undesirable behavior. Receivers of feedback generally cannot see the need to change their behavior and, consequently, may cause other reactions instead of developing their performance. These reactions are affected by environmental factors that can be related to themselves, the task, or the supervisor (Blumberg and Pringle, 1982; Fedor and Ramsay, 2007).

Supervision brings to mind seeking those things that can go wrong, performing health checks, or conducting a scrutiny. These are elements of administrative supervision. Clinical and educational supervisions, on the other hand, involve helping, guiding, and providing support to people to help make them to be more efficient. The latter are more focused on self-development and education, whereas administrative supervision is focused on control factor, targets, responsibility, and observation (Laidlaw and Hesketh, 2002).

Supervision has three basic fields. These are instructional development, program development, and personal development. The supervisor helps teachers improve instruction, prepare lesson plans and education programs, and assist in their personal and professional progress and development (Oliva and Pawlas, 2001). Pajak (1990), on the other hand, dealt with these basic fields in the following twelve dimensions: community relations,

staff development, change and planning, communication, instructional program, curriculum, service to teachers, observation and conferencing, problem solving and decision making, research and program evaluation, organizing and motivating, and personal development. According to Wiles and Bondi (2004), there are developer of people, curriculum developer, instructional specialist, human relation worker, staff developer, administrator, manager of change and evaluator.

The critical duties of supervisors involve helping teachers in staff development, which requires the implementation of interpersonal skills, program development, and improvement of instruction. The fact that supervisors and teachers are concerned with the general objective of improving instruction leads supervisors to establish friendly relations with them on a professional level. In fact, teachers and supervisors influence one another in terms of each group’s negative prejudices against the other (Obilade, 1992). Blumberg (1980) defines the relationship between supervisors and teachers as a kind of “special cold war.” In discussing supervisors’ perceptions of behaviors and relationships, there is a need for a balance between their dedication to the task of supervision and their dedication to developing healthy relationships among people (as cited in Obilade, 1992).

The supervisor has the traditionally accepted roles of “observer” and “evaluator.” The supervisor enters the classroom, takes a glance at the teacher’s behavior, completes the standard evaluation form, and then, as a result of the observation, records the errors in the teacher’s file. This process makes little contribution to professional development and learning. It does not encourage the teacher to discuss an event, or change or examine instructional behavior on the basis of feedback (Chamberlin, 2000). The most important work a supervisor does is to work with teachers in ways that promote lifelong learning skills: inquiry, reflection, collaboration and a dedication to professional growth and development (Zepeda, 2003).

Previous research generally has emphasized that the role behaviors in which all managers engage also have been seen as valid for supervisors. In this context, the roles that supervisors must fulfill are as follows (Plunkett, 1992): figurehead, leader, contact officer, observer, information provider, spokesman, entrepreneur, handler of unexpected affairs or problems, resource provider, and mediator.

Supervision begins with communication. The communication process is believed to be at the heart of the comprehensive auditing (supervision) theory. Supervision, properly redefined, can be the lynchpin for deep school improvement efforts aimed at improving teacher’s quality, making schools more thoughtful and caring places for students, and increasing levels of authentic and rigorous student’s learning (Sergiovanni and Starratt, 2002). The relationships of supervisors with the school usually take shape through the formal and informal

meetings that they hold with the school personnel. Brekelmans (1989) adapted the two-dimensional interaction between the teacher and the student in the context of supervision. In the power dimension, the supervisor provides guidance on the interaction process, whereas in the proximity dimension, he is concerned with the emotional distance in the process of the other participants' interaction; a combination of these two dimensions reveals eight different styles of communication between the supervisor and the school personnel (as cited in Ehren and Visscher, 2006).

The origins of the concept of supervision go back to the Roman era. The supervisor was referred to with the words "control" and "evaluation" in the literature on industrial bureaucracy. Supervision requires a cooperative effort in contrast to guiding and controlling employees. The inspection of teaching involves activities organized for the purpose of improving the teaching and learning process. The purpose of supervision is to work in cooperation with the teachers, not to judge their proficiencies and control them. It may be necessary to evaluate the teacher's effectiveness, but the process of learning and teaching should not be harmed and disrupted (Hoy and Forsyth, 1986).

Those who are inspected should be scrutinized by taking into consideration their individual differences, personalities, levels of development, intelligence, previous job experience, and assumptions about people, cultural backgrounds, and other factors. Experienced supervisors know that some of those who are inspected need detailed guidance and direction concerning what should be done and how. Some of them take the initiative in doing what needs to be done without the guidance and solve their own problems. Some others prefer to interact with the authority figure with whom they can establish a personal relationship. In other words, they prefer supervisors who are appropriate role models for them, who warn and influence them, and who are sensitive (Caruso and Fawcett, 2007).

Models of supervision can be briefly classified as scientific, artistic, educational, developmental, clinical and differentiated (Aydin, 2005). Scientific supervision is the process of forming a working system based on research and selecting the most effective and shortest route in training employees within the system based on their adaptation, development and evaluation. In artistic supervision, which sees teaching as an art, the supervisor is not someone who keeps records and makes the calculations. The supervisor tries to comprehend what the classroom behavior means for the teacher and students who perform the classroom behavior and then puts forward his own experience in an artistic manner. Educational supervision involves providing students with high-quality learning environments through the cooperation of teachers and supervisors. Developmental supervision involves analyzing the developmental level of the teacher as an adult and providing supervision in

accordance with this level of development. Differentiated supervision, on the other hand, is an approach that offers the teacher choices about the types of supervision and evaluation services that he or she will receive (Aydin, 2005). Clinical supervision is interactive rather directive; democratic rather than autocratic, and teacher-based rather than supervision-centered. Clinical supervision has three components: rule-based, supportive, educational, administrative, innovative, and formative functions (Aydin, 2005; Karvinen and Hyrkas, 2006).

The supervision subsystem has a significant place within the education system. The healthy functioning of the supervision system may indicate the healthy functioning of the education system. Determining student teachers' perceptions about the supervisor is expected to provide data toward carrying out necessary precautions to prevent the errors or misunderstandings encountered in the system. In this context, enabling the supervisor and the inspected teacher to understand each other is important. The purpose of this study is to determine student teachers' perceptions about the education supervisor through metaphors.

MATERIALS AND METHODS

This study is descriptive research aimed at determining and analyzing the current situation regarding student teachers' perceptions about their supervisor. Qualitative research method was used in the collection, analysis and interpretation of verbal data, focused on metaphor analysis. A metaphor can be defined as a way of transforming information from one form into another by comparing one thing with another on the basis of their similarities. At the same time, it is a way of thinking and seeing how people comprehend the world (Prawat, 1999; Koro-Ljungberg, 2001; Longman Dictionary of Contemporary English, 2004; Morgan, 1998). Thus, a metaphor enables the attainment of new information by adding meaning to known experiences (Giuffrida et al., 2007; Yildirim and Şimşek, 2006). Therefore, a metaphor has a formative effect on the way people express themselves (Morgan, 1998).

People use a metaphor when they do not know or know little about the concepts and terms of the topic they wish to explain (Cerit, 2008) because metaphors explain the unknown through known experiences (Lakoff and Johnson, 2005). For example, a person who says "the brain works like a computer" uses the computer, whose operating system he knows, to explain how the brain works; that is, to explain the operation of the brain, which he knows little about, he makes use of the computer metaphor (Ünal et al., 2010). On the other hand, sometimes an attempt is made to explain abstract concepts through concrete examples. The metaphor "the school is like a refinery" can be seen as describing a process whereby students from all cultures and all walks of life pass through an education cycle in the school and then are sent back to the society as useful citizens (Saban, 2008).

The study group

The study group consisted of a total of 239 students who attended the Necmettin Erbakan University Ahmet Keleşoğlu Education Faculty as senior students in the Primary Education Mathematics Department and as sophomore students in the Secondary Education Mathematics, Physics and Geography Department during the

2009 to 2010 academic year.

Data collection

Data were collected using a written interview form containing instructions and one fill-in-the blank question. The directive section explained how to fill in the form. The study group was asked to complete the sentence "The educational supervisor is like a ... because ..." in writing. The study group filled in the first blank using a metaphor about the supervisor and responded to the second blank by giving the reason for the metaphor.

Data analysis

The data were analyzed using content analysis methods. The analysis was performed in four steps (Yildirim and Şimşek, 2006), as explained below:

1. The sentences that were completed by the student teachers were examined, and the metaphors used by each participant were encoded. Responses were omitted when no specific metaphors were used, no logical explanations were made for the metaphors used, or it was not clear which qualities of the supervisor the participants wanted to highlight. As a result, 239 out of all the responses collected from 296 students were included for evaluation. Following an examination of the 239 responses, 129 metaphors were obtained.
2. The metaphors produced by the participants were divided into 9 themes. Reliability and validity of the data were examined because reliability and validity are needed to ensure and enhance the credibility of the research results. In a qualitative study, a detailed report of the collected data and an explanation of how the conclusions have been reached are among the criteria for validity. In this study, an attempt was made to report the data in detail and explain how the conclusions were reached in order to ensure the validity of the results. Stages of classification are important to draw valid conclusions from the document and ensure consistency. Different people must be able to encode the same text in the same way (Weber, 1990). To ensure the reliability of the study, the percentage of agreement among the encoders/classifiers was determined, as proposed by Stemler (2001). To this end, after the metaphors about supervisors were placed under themes by the researcher, another field expert was asked to place behaviors under the themes, and then the matches were compared. As a result of the comparison, a rate of agreement of 80% was determined.
3. The metaphors and themes formed were arranged to show their relationships (Table 1). If more than one person used the same metaphor, the number of people is shown in brackets in Table 1 immediately after the metaphor. The themes were presented in an easily understandable manner, and the metaphors were shown in the form of direct quotations.
4. The metaphors that were produced and the themes constituted by the metaphors were interpreted taking into consideration the data in relevant literature.

FINDINGS

In this section, information is given first on the metaphors about education supervisors that were produced by the student teachers. Then, the themes formed by these metaphors and the features of these themes are explained with support from the metaphors produced by the participants.

Metaphors about education supervisors

The metaphors about supervisors that were produced by the student teachers and the themes formed are shown in Table 1.

Themes formed from the metaphors about supervisors

Theme 1- Frightening supervisor

The metaphors that form the frightening supervisor theme show that supervisors are intimidating people who always focus on the negative aspects of things and deliver punishments. The supervisor is an oppressive authority who is feared and seeks errors to punish. For example, a student likened the supervisor to an authority who looks for "errors" and explained that *"he is interested only in finding errors and shortcomings of teachers."* Another student likened the supervisor to "Azrael" and explained his metaphor by saying: *"He comes with awe as if he is going to take our lives."* One student saw him as a "nightmare" and explained this by saying: *"He has been a nightmare to both teachers and students because the teacher considers the inspector to be an awful figure and reflects this same view to his students. Whenever the inspector was due to visit the school, we usually did not come to school."*

Theme 2- Guiding supervisor

Examining the metaphors that constitute the guiding supervisor theme leads to the observation that supervisors are seen as people who help teachers to improve on their shortcomings, perform their job better, and acquire knowledge. For example, one student saw the supervisor as a "guide" and explained this by saying: *"He guides teachers on issues they are not sufficiently informed about and illuminates them"*; another student likened him to "traffic signs" and said "he directs and warns teachers." Still another student likened him to a "compass" and explained: *"He points out our shortcomings and helps us find the correct path."*

Theme 3- Controlling supervisor

Based on the assumptions of the controlling supervisor theme the most prominent feature of supervisors is that they are controlling. Supervisors check the quality of the educational services that is offered in schools and whether these are performed in accordance with the national education goals. For example, one student likened the supervisor to a "quality control manager" and said *"supervisors should control how well educational activities are performed and take necessary precautions."*

Table 1. Themes formed from the metaphors produced about supervisors.

No	Themes	Metaphors	f
1	Frightening	The angel of death (4), Question bank, Hellhound (2), Fishbone, Answer key, Nightmare (2), A frightening dream (3), Angel of interrogation (2), Paparazzi cameraman, Crime seeker, Trojan horse, Nettle, Sultan, Boss, Hand grenade, Winter, Thunder	17
2	Guiding	Spelling expert, Shepherd, Compass (3), Guide (4), Traffic signs, Lighthouse, Tree, Captain, Guiding light (3), File merge magician, Observer, The Sun, Light, Torch, Leader (2), Pilot, Dictionary, Grandmother, Mother (2), Mediator	20
3	Controlling	Grandfather (3), Father (5), Guardian (2), Quality control manager (2), Radar (2), Team leader, Soldier, Building manager, Butler, Camera, Landlord, Building controller, Detective, Prophet of doom, UEFA observer, Brain, Club manager, Headman, Financier, Magic wand, Screwdriver, Commander (8), Voltage tester (2), Leader, Customs officer, Grandpa, City police (9), Parent, Trainer, Police officer (8), Speaking traffic light, Sergeant, General manager.	32
4	Evaluating	Gourmet, Referee (3), Judge (5), Jeweller, Chief, Scales, Tailor, Glasses (18), Supervising Institution, Guest, Security Guard, Brain, Sequestrator, Conscience (2), Cook, Civil Engineer, Head of Football Club	17
5	Criticizing	Researcher (2), Investigative author, Critic, Temperamental landlady, Mother-in-law (7), Opposition, Prosecutor (2), Object lens, Aquarium, Diver, Magnifying glass	11
6	Ineffective	Glass and water jug, Zero, Robot, A Blunt knife, Theatre critic, Guest (2)	6
7	Inconsistent	A branch of a tree that yields different fruit, A rule open to debate	2
8	Developing	Doctor (4), Pediatrician, Gardener (3), Factory foreman, True friend, Travelling philosopher, Sunlight, Rain, Air, Water drop, Complement component, Feedback (2), Mountain (2), Football coach, Expert, Press, Teacher of teachers and administrators (2), Mechanic	18
9	Protecting	Male bird, Parent (2), Virus program (2), Queen bee (2), Antivirus (2), Chemotherapy	6
Total			129

Another student likened the supervisor to a “grandfather” and wrote:

“He always controls the teachers like he controls his children. He gives them advice and educates them.”

Theme 4- Evaluating supervisor

When the metaphors that constitute the evaluating supervisor theme are analyzed, it is inferred that supervisors evaluate teachers fairly using the information that they have gathered. Supervisors go to the far corners of the country, ensure that the educational system functions in accordance with its goals, and evaluate the existing state of the teachers and the system objectively. For example, a student likens the supervisor to a “gourmet” and explained this by saying: *“He supervises the quality of the product that came out. Just as the gourmet makes comment on the taste and flavor of the meal, so the*

supervisor supervises students’ knowledge and manners and provides feedback to the teacher. At the same time, he determines the quality of the teacher and guides him.” Another student likened the supervisor to a “judge” and said: *“he determines to what extent the teacher is proficient. In the annual supervisions, he measures their professional proficiency and receives their views. To this end, he makes a judgment about the teacher like a judge.”* A student likened the supervisor to a “jeweller” and said: *“he examines the teacher to the smallest detail. Just as the jeweler evaluates gold in the best possible manner, so the supervisor shows the teacher his shortcomings and helps him. He helps the teacher develop himself by indicating to him what should be done.”*

Theme 5- Criticizing supervisor

Analysis of the metaphors that constitutes the criticizing

supervisor theme shows that supervisors are considered to have a critical view of everything and generally regard what has been done as inadequate. For example, a student likened the supervisor to a “researcher” and said: *“A researcher focuses on observation and fine details and is critical and questioning. The teacher is the subject that he investigates. He investigates the subject to the smallest detail and is not easily satisfied. He is always in pursuit of the best. He is never satisfied with the result. He is constantly in search.”* Another student likened the supervisor to a “mother-in-law” and said: *“We teachers are like brides. Whatever the bride does, she cannot ingratiate herself to the mother-in-law; in the same way, we cannot ingratiate ourselves to the inspector. The bride cleans the house, cooks, and looks after the children, but the mother-in-law thinks she does not do anything. Moreover, she wonders why the bride is tired and gets angry. Likewise, the inspector comes once a year, and even if the teacher has taught the students well and kept all the files and other documents properly, he criticises him and does not like whatever he has done.”*

Theme 6- Ineffective supervisor

When the assumptions that form the theme of ineffective supervisor are examined, it appears that supervisors are perceived as not having a positive effect on teachers but only intimidating them. For example, a student likened supervisors to “zero” and said: *“No matter what they do, they do not have much influence. They come, intimidate, rant and rave but they make no difference at all. They do nothing but intimidate teachers.”* Another student likened supervisors to “a glass and a water jug” and said: *“Their knowledge fills neither a water jug nor a glass. As a matter of fact, the supervisor is an empty box. He just has a shape. At the same time, they think their job is prestigious. I believe that it is a useless job.”*

Theme 7- Inconsistent supervisor

When the metaphors that constitute the inconsistent inspector theme are analysed and the assumptions of the theme are considered, it is observed that one inspector’s comments contradict another’s or that when an inspector orders certain changes, the next time he visits he wants those same changes to be altered again. For example, a student likened the supervisor to “a branch of a tree that yields different fruits” and said: *“Each supervisor plays a different tune. He comes to a school one year and grades everything 100 and another year he comes to the same school again (things are all the same) but gives a different score. Issues that one supervisor ignores are considered to be a major problem by another.”* One student likened the supervisor to “a rule open to debate” and explained this by saying: *“What one calls black is*

white for another. One of the most important qualities that we heard about supervisors from teachers that we spoke to in the schools we visited is that they put forward inconsistent ideas about teachers’ activities. For example, whereas one supervisor comes and criticizes the teacher about his work, another congratulates him. What one likes may be disliked by another.”

Theme 8- Developing supervisor

Supervisors go to schools both in the city center and in villages and offer their knowledge to the teachers there. Supervisors who enable teachers to develop themselves, especially professionally, are perceived positively by student teachers. For example, a student likened the supervisor to a “travelling philosopher” and said: *“He takes knowledge and experience with him wherever he goes. He goes to different places, observes them, and has an opportunity to make comparisons and objective observations on the extent to which the activities performed are right or wrong. Moreover, he uses the authority that he possesses in the best possible way and establishes order or removes disorder. Just as travelling philosophers meet and combine different cultures, carry with them correct value judgments wherever they go, and act as a resource for people, so supervisors combine different educational methods, choose the right ones, and guide teachers.”* Another student likened the supervisor to a “doctor” and explained: *“The supervisor is like a doctor who goes from door to door. He examines his patients in the schools that he visits, prescribes and begins treatment. The purpose here is to enable the “cells,” that is students, who are what make teachers who they are, to develop in a healthy and desirable manner. Since education is a dynamic process, it has to be opened to change, development and progress. This can be achieved through the supervisor’s mission of supervision.”*

Theme 9- Protecting supervisor

Every system wants to continue its existence, and those systems that function in accordance with their goals are more likely to continue to exist. The supervision and evaluation system needs to work properly so that the education system can continue to exist and adapt to ever-changing conditions. In this sense, supervision acts as a driving force so that the education system in general and education in schools in particular can fulfill their goals and be developed. On the other hand, supervision also provides healthy functioning of the education system. The students who participated in the study see supervisors as protectors of the education system. For example, a student likened the supervisor to an “antivirus”: *“If antivirus programs are a sine qua non for computers,*

inspection is a sine qua non for schools. The quality of the computer determines its life span and how it works. The inspector raises the quality of education in schools by performing an elimination process and, thus, the education system improves.”

DISCUSSION AND CONCLUSION

By taking into consideration the explanations associated with them, the metaphors that were produced by the participants were divided into 9 themes related to supervisors: frightening, guiding, developing, protecting, controlling, evaluating, criticising, ineffective, and inconsistent. An analysis of the findings of the study reveals that supervisors are perceived as individuals who exhibit both positive and negative behaviors.

According to this result, it can be said that candidate teachers generally have a negative view of supervisors based on what they remember of their experiences in their primary education years or what they hear from their teachers without seeing or meeting the supervisors. Traditional supervisor's behaviors appear as overall impressions that students got from their negative past experiences. The negative themes constituted from the metaphors that school principals and teachers produced about supervisors in a study conducted by Ünal (2010): for example, “looking for errors,” “authoritative and ineffective,” “to be avoided,” and “self-complacent and strict” are in conformity with the findings of this study. School principals and teachers perceive supervisors as officials who always look for an employee's errors, do not see positive and good behaviors, do not listen to other people, expect their ideas to be adopted, try to punish when they find an error, do not have authority and are ineffective because they cannot update themselves, are to be avoided, are not receptive to criticism, think they know everything, are rigid, and think their duty is to see that rules are obeyed (Unal, 2010). “Instead it is done to punish, demoralize and insult teachers (as evidenced by the use of sentences; supervisors only try to find fault, we feel insulting etc) rather than to improve their performances” (Sharma et al., 2011). Classroom supervision that aims to foster the professional growth of teachers cannot be reduced to a lockstep linear process with a fixed beginning or end (Zepeda, 2003). Supervisory behaviors are: listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, standardizing, directing and reinforcing (DiPaola and Hoy, 2008; Hoy and Forsyth, 1986; Hoy and Miskel, 2007). In another study, the metaphors that teachers and administrators in Turkish and American schools used to describe the school, the teacher, the administrators, the parents, and the central administration were investigated. It was found that in both countries the central administration and administrators were described as symbols of an authoritarian power, and the central administration

was perceived as a ponderous, slow, and ineffective institution (Silman and Şimşek, 2006). In another study, which investigated the behaviors of supervisors in schools (Obilade, 1992), a large majority of teachers (86%) stated that supervisors behave like a dictator during supervision, 76% said they behave like a superior who enjoyed being overbearing, and 88% believed that they are keen to find errors. Only 26% of the teachers were of the opinion that the supervisors act like a colleague of the teacher, while 21% said they act like a friend to the teacher. When the relationships between supervisors and teachers were taken into consideration, 78% of the teachers said that supervisors and teachers neither trust nor like each other, 63% were of the opinion that supervisors evaluate teachers and help them improve their teaching methods, and 60% stated that there is no open and honest communication among teachers and supervisors. Çetinkanat and Saġnak (2010) pointed out that education supervisors used tough leadership and communication styles the most. Education supervisors, whose tasks are to guide teachers and administrators towards the improvement of their competencies and professional development, are of important role (Akbaşı, 2010).

Demirtas (2011) found that among the themes that were constituted from the metaphors that teachers developed about their principals, the major ones were the negative themes of “inconsistency and unreliability” and “a figure of authority and fear.” Under the authority subtheme, the metaphors lion, shepherd, army commander, dictatorial manager, landlord, and boss/employer were used, whereas under the fear subtheme, the metaphors Venus flytrap flower, scarecrow, garden scarecrow, guardian, and intelligence chief were used (Demirtas, 2011). The metaphors produced about school principals resemble those for the frightening, controlling, ineffective, and inconsistent themes developed for supervisors.

Moreover, the positive views of the participants about supervisors coincide with the results of the study that Karvinen and Hyrkas (2006) conducted about the benefits of clinical supervision. The supporting, educating and developing roles of supervisors are emphasized. According to the results of their study, the following are the benefits of clinical supervision (Karvinen and Hyrkas, 2006):

- 1) The prescriptive or administrative function reflects the vision and mission of the organization as well as its strategies and objectives. This also involves policies, standards, and operational processes. The explanation of these through quality control and management strategies provides harmony. Thus, administrative skills improve activities or actions, making them more transparent and intensive, and the quality of interest increases.
- 2) The innovating and supporting function provides personal support for the one who is being inspected with regard to how to cope with stress. Thus, internal control

and self-control are enhanced, self-knowledge and awareness increase, cooperative and interactive skills develop, and the ability to cope with problems in the workplace improves.

3) The formative function of clinical supervision is an educational process that improves the abilities, understanding, and skills of the inspected. Those who are inspected learn from their own practices and from other team members through reflection and discovery. Thus, their leadership skills improve, they experience professional progress and development, their innovation and problem-solving skills develop, and functionality within the team or working community improves.

The positive themes of “wise and guiding” and “facilitating” in Ünal’s study (2010), which were developed from the metaphors that supervisors produced about themselves, are in conformity with the findings of the present study. Oliva and Pawlas (2001) argue that the supervisor has four roles depending on the situation: coordinator, advisor, group leader, and evaluator. The supervisor must help teachers improve their teaching skills by fulfilling these roles.

In light of all this information, it can be said that student teachers do not have adequate information about the true roles of supervisors. It should be known that besides the tasks of determining, evaluating, correcting, and developing the current situation of the system, supervisors also perform the roles of leader, manager, guide, educator, researcher, and investigator (Başar, 2000). The fact that student teachers do not know that the most important duties of supervisors are to offer professional guidance to teachers and conduct investigations and research reveals that they lack information about supervisors or have misconceptions about them.

Recommendations

Studies should be conducted to determine the causes of student teachers’ perceptions about supervisors. Teacher candidates, teachers, administrators and supervisors should be asked the reasons for their fear. Steps should be taken to ensure that education supervisors exert effort to leave a positive image on teachers and students during supervisions in schools. Communication and guidance should be given importance in the supervision. In-service training should be offered to supervisors to transform the negative views of administrators, teachers, and students about them. A maximum democratic atmosphere should be created during supervisions, and the parties involved should be allowed to express themselves and their ideas freely. During supervision, the supervisors should listen to teachers carefully and then do the necessary explanations.

REFERENCES

Akbaşı S (2010). The view of elementary supervisors on teachers’

- competencies, *Eğitim Araştırmaları*. Eurasian J. Educ. Res. 39:13-36.
- Aydın İ (2005). Instructional supervises the fact-finding, evaluation and development. Ankara: Pegem A.
- Başar H (2000). Educational supervisor. Ankara: Pegem A.
- Blumberg M, Pringle CD (1982). The missing opportunity in organizational research: some implications for a theory of work performance. *Academy Manage. Rev.* 7(4):560-569.
- Bursalioglu Z (1991). The New Structure and Behavior in School Management. Ankara: Pegem.
- Caruso JJ, Fawcett MT (2007). Supervision in early childhood education a developmental perspective (3th Ed.). New York: Columbia University teacher College Press.
- Cerit Y (2008). Metaphors related to the concept of teacher students, teachers and administrators reviews. *Türk. Eğitim Bilimleri Dergisi* 6(4):693-712.
- Chamberlin CR (2000). Nonverbal behaviors and initial impressions of trustworthiness in teacher-supervisor relationships. *Commun. Educ.* 49:52-64.
- Çetinkanat AC, Saçnak M (2010). A comparison of the primary education and ministry supervisors’ communication styles. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* 38:35-43.
- Demirtas Z (2011). The metaphors developed by the teachers towards school managers. *Eğitim Araştırmaları*. Eurasian J. Educ. Res. 43:52-72.
- DiPaola MF, Hoy WK (2008). Principals improving instruction supervision, evaluation and Professional development, Pearson Education, Inc. USA.
- Dönmez B, Beycioğlu K (2009). Rethinking supervision. *İnönü Üniversitesi Eğitim Fakültesi Dergisi* 2:71-93.
- Ehren MCM, Visscher AJ (2006). Towards a theory on the impact of school inspections. *Br. J. Educ. Stud.* 54:51-72.
- Fedor BD, Ramsay JR (2007). Effects of supervisor power on preparing responses to audit review: a field study. *Behav. Res. Account.* 19:91-105.
- Giuffrida AD, Jordan R, Saiz S, Banes LK (2007). The use of metaphor in clinical supervision. *Journal of Counseling and Development*. Am. Counsel. Assoc. 85:393-400.
- Hoy WK, Forsyth PB (1986). Effective supervision: Theory into practice. New York: Random House.
- Hoy WK, Miskel CG (2007). Educational administration theory, research and practice. 7th. Ed. (Trans. Selahattin Turan). *Eğitim yönetimi teori araştırma ve uygulama*, Nobel Yayıncılık (2010). Ankara.
- Karvinen PS, Hyrkas K (2006). Clinical supervision for nurses in administrative and leadership positions: a systematic literature review of the studies focusing on administrative clinical supervision. *J. Nurs. Manage.* 14:601-609.
- Koro-Ljunberg M (2001). Metaphors as a way to explore qualitative data. *Qual. Stud. Educ.* 46(2):367-379.
- Laidlaw JM, Hesketh EA (2002). Developing the teaching instinct. *Med. Teach.* 24:364-367.
- Lakoff G, Johnson M (2005). Metaphors we live by (Translator: G. Y. Demir) İstanbul: Paradigma.
- Longman Dictionary of Contemporary English (2004). Essex, England: Pearson Education Limited.
- Morgan G (1998). Images of organization (Translator: G. Bulut). İstanbul: Türkiye Metal Sanayicileri Sendikası.
- Obilade SO (1992). Supervisory behavior as perceived by secondary school teachers in Nigeria. *School Organisation* 12:237-243.
- Oliva FP, Pawlas EG (2001). Supervision for today’s schools. (6th Ed.). New York: Wiley Education.
- Pajak E (1990). Dimensions of supervision. *Educ. Leadersh.* 48:78-81.
- Plunkett WR (1992). Supervision. (6th Ed.). Boston: Allyn and Bacon.
- Prawat RS (1999). Dewey, Peirce, and the learning paradox. *Am. Educ. Res. J.* 36(1):47-76.
- Saban A (2008). Metaphors about School. *Kuram ve Uygulamada Eğitim Yönetimi* 55:459-496.
- Sharma S, Yusoff M, Kannan S, Baba SB (2011). Concerns of teachers and principals on instructional supervision in three Asian countries. *Int. J. Soc. Sci. Humanit.* 1(3):214-217.
- Sergiovanni TJ, Starratt RJ (2002). Supervision a redefinition (7th Ed.). New York: McGraw-Hill.
- Silman F, Şimşek H (2006). A metaphorical perceptives to school and

- central educational organizations in Turkey and the United States. *Eğitim Araştırmaları. Eurasian J. Educ. Res.* 23:177-187.
- Stemler S (2001). An overview of content analysis. *Pract. Assess. Res. Eval.* 7(17). Retrieved November, 15, 2009, from [http://PAREonline.net /getvn.asp? v=7&n=17](http://PAREonline.net/getvn.asp?v=7&n=17).
- Taymaz H (1993). *Supervision concepts principles methods* (3th Ed.). Ankara: Kadioğlu publishing.
- Ünal A (2010). Analysis of perception on supervisors in primary education. *Procedia Soc. Behav. Sci.* 2:5028-5033.
- Ünal A, Yildirim A, Çelik M (2010). Analysis of Perceptions of Primary School Principals and Teachers About Parents. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 23:261-272.
- Weber RP (1990). *Basic content analysis* (2nd Ed.). CA: Newbury Park.
- Wiles J, Bondi J (2004). *Supervision a guide to practice* (6th Ed.) New Jersey: Pearson Merrill Prentice Hall.
- Yildirim A, Şimşek H (2006). *Qualitative research methods in social sciences*. (5th Ed.). Ankara: Seçkin.
- Yildirim A (2013). Problems encountered according to the opinions of provincial education assistant supervisors. *Energy Education Science and Technology Part B: Soc. Educ. Stud.* 5(1):517-528.
- Zepeda SJ (2003). *Instructional supervision, applying tools and concepts*. Eye On Education Inc, NY.