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EDUCATIONAL SCIENCE INSTITUTE
EDUCATIONAL MANAGEMENT SUPERVISION PLANING
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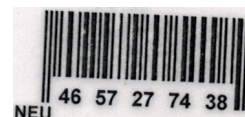


LEVEL OF EDUCATION INSPECTORS
APPLYING THEIR DUTIES

MASTER THESIS

Nadir KARIK

Nicosia - 2004



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OPINIONS OF ADMINISTRATOR AND TEACHER
ABOUT LEVEL OF EDUCATION INSPECTORS
APPLYING THEIR DUTIES
(MORPHOU SAMPLE)

MASTER THESIS

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Nicosia - 2004

Eğitim Bilimleri Enstitü Müdürlüğü'ne

Nadir Karık'a ait "Eğitim Müfettişlerinin Görevlerini Gerçekleştirme Düzeyleri" adlı çalışma jürimiz tarafından Eğitim Yönetimi Denetimi Planlaması ve Ekonomisi Anabilim Dalında, oybirliğiyle YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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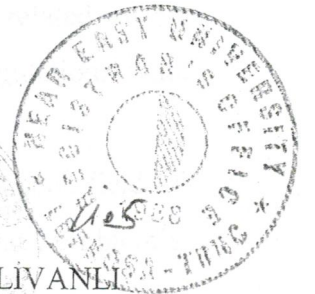
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PREFACE

Nations try to find solutions for their problems' considering their history, culture and society, because these are the roots. Educational changes depend on these roots like other institutes. Exported reforms and applications tend to adapt to the local applications; otherwise, these reforms disappears totally or they cannot be adapted to daily life. (Cramer, 1977:23).

It is possible that educational institution that helps the students to educate : them socially, psychologically and physically should be inspected in the light of scientific criteria to help them to have better performance.

Inspection has a crucial role in order to get the institutional goal come true. Inspection is a process that has some steps like establishing the level of applying institutional goals, organizing and improving. Educational inspection is an instrument that applies the educational objectives and organizes a suitable situation for these objectives to apply them.

TRNC National Education and Cultural Ministry is the largest local institution on the island. Its studies affect society because of its employees and the jobs that they do.

Inspection in TRNC National Education and Cultural Ministry has a inspectors who are in the sub center of the system, they inspect and control the system.

In this study, manager of the schools and teachers opinions related to the level of applying inspectors' duty according to Directions and Regulations who work for TRNC National Education and Cultural Ministry are stated.

In introduction part, management, educational management, special field Of education, inspection and educational inspection are studied. In this part, proble situation, problem statement, limitations, its importance have a room.

In the second part, the method of the study is stated.

In the third part, the findings analyzed statically. Implications and opinions about findings are stated.

While I am searching, many people helped me. I thank them all. Especially I thank to the Institute Manager and my advisor, Doç. Dr. Halil Aytekin; Turkish Republic Nicosia Embassy Education Supervisor, Mustafa Kuzucu; Turkish Republic Nicosia Embassy Helping Group Member, Feride Bozkurt; and people , who participated in questionnaires.

I hope my study will help the people who are studying on inspection and add something new in this field.

June 2004

Nadir KARIK

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SUMMARY

The purpose of this master thesis is to designate the ideas of the teachers about the performance of the Turkish Republic of Northern Cyprus, the ministry of education inspectors in carrying out their duties determined by the regulations and the directions.

The sample of the participants included in this study are the managers and the teachers of the central nursery, primary and the secondary schools in Güzelyurt. The data are provided through the questionnaires given to all of the five schools in the centre of the administrative district and applied by using the complete example method.

The data collected are analysed by using SPSS For Windows Computer Program, frequency, arithmetic mean, standart deviation, variance analyse and "Fisher Test" for differences between the groups.

At the end of the research , it was found out that the inspectors in general, partly carry out their duties they are supposed to do. However, while bureaucratic and clasical formal duties such as inspection is said to be carriedout at a higher level of frequency, the data collected showed that contemporary duties such as guidance, insruction leadership, reforming the education were not carried out sufficiently.

The most important reason why the ideas came out to be like this, is the fact that the number of the inspectors working, at present is not enough. To adjust this case, the number of the staff as an ispector should be increased and the necessary appointments should be done. Also studies done in this area should be encouraged and the findings obtained through the reseaches should be taken into consideration. The roles they should adopt and the behaviours expected from the inspectors should be defined more clearly. Training programs based on contemporary education views should be prepared for the inspectors and they should be provied with the opportunities to have Masters and Doctorate to specialize in their area.

PARTİ

INTRODUCTION

Management, management special area education management and process; the inspectors are stated in this part. Then study problem situation, problem sentence, sub problems, limitations and importance of the study are mentioned.

Management and being managed have been discussed thorough the history. Some sources say that management principles and rules were determined before 4000 years ago.,(Aktaran: Özdemir, 1998:1).

Thorough the history, people managed or being managed as well. Both sides created myth and slogan for each other. Some of them were picked somehow via science or common sense. Others will be valid for them until new one updated. (Bursalioğlu, 1978:1).

As seen management phenomenon has a long history. Which areas does this management cover that has a long history? Whom about? If we check up:

Management is a universal concept. It deals with human being whom cannot be predicted what he will do. It deals with human relationship that is necessary for life, his behaviors under varied conditions. At that point, all of us are managers. We plan our time and actions; direct and control them. So we manage ourselves. Parents manage their houses, jobs and children. Students have to manage time and control it in order to be successful in the school. If we go up, head doctor manages the hospital, counselor manages the ministry, farmer manages his farm, CEO manages the company, and dean manages the faculty. Maybe they seem different from each other; in fact, they have the same point that management of different areas. (Can, 1992:34).

Management is a concept that has lots of different meanings. Management is being used sometimes for the committee, action or to manage. In 1961 mother book and 1982 mother book, management was used in different meaning. These are:

In mother book's 125th item 'Judgment way can be used against every action and process of the management' here 'management' was used as organization, in mother book's 126th item 'States management depends on the authority flexibility' here 'management' was used as management action, in mother book's 123rd item 'Management is a complete with its foundation and duties; regulated by rules' here 'management' was used as both for organization and functional way of the management. (Gözübüyük, 1999:1).

After determining management' meaning from the point of view its area and its people, we can describe its aim and definition.

An old management scientist, Mary Parker Follet determined the management 'art of to make work by the people'. Famous management theorist, Peter Drucker stated that management is that 'managing organization, leading them, making decision about how to use organization sources to get their aim'. Maybe these can be answer what the manager does that making job via people and other sources, directing, leading. These actions are not only used by CEOs but also middle class manager, low class managers as well. What's more, management is a universal process; because in every organization whether it has aim of profit or not uses their organization sources in order to get their aim and supply high performance. After all these information, we can define management like below. (Özalp ve diğerleri, 2001:3).

Management is to reach the aim of organization by using the sources effectively, planning perfectly, organizing, coordinating, controlling.

Because of its importance, many scientists who deal with management define management in a different way. Let's see a few of them.

Management is directing all actions suitable for the present situation, coordinated each other, and getting together for the same purpose. (Aktaran: Cafoğlu, 1996: 117).

Management is the whole actions about applying principles, concept, model and systematical techniques related to solve the problem, to plan, to organize, to coordinate and evaluate in order to get organization aim. (Demirtaş, 2002: 172).

Some approaches supply management some aspects to get organizational aims effectively, supply some instruments to the managers. Education management developed under these lights.

To settle the rules is very important in educational management to coordinate human resources and nature resources, to manage the groups, and direct them. For this aim, educational management gets feedback from community management, and general management. In educational institutions, some methods are developed to apply the education programs effectively, to manage the students affairs, and the staff, to manage the budget, to use the school instruments effectively and some ways are found to apply the education process (decision, planning, organization, coordination, connection, inspection and evaluation) properly. (Fidan, 1988:51).

So then, other definitions of the management are valid for the educational management as well.

Educational management can be seen as part of community management. Actually, even private sector do the education, it is still community work because it is limited by the government inspection and control. Educational organizations run their jobs according to the educational politics stated by the government. Educational management and its sub branch school management run the school according to government education politics as well. (Kaya, 1979:37).

Educational management should be part of community management, but in fact, it is not like that.

Bursalıoğlu (2000:6) states that: "In developed countries, technological development causes some brunches in education as well in other areas. Then some expert area appeared such as educational management, inspection, planning, consulting, testing and evaluation. Even this goes in detail such as basic education, primary education, secondary education, technical education, community education, and these are being planned and taught. But in our country, we don't give this slogan "Teaching is the basis in education." So we cannot develop expert area and we cannot use the experts in their correct area, either. Because of this, expert and sufficiency principle are broken down in our system. We try to do the changes by trying and failing method. So resources and their effort have been wasted."

Education system and education management concepts are related to the whole education. Educational management is to aim the whole system to solve its problem and connect the system. (Aktaran: Açıkalın, 1998:2).

In dictionary of education management and inspection, Demirtaş (2002:52), defines educational management like this; 1- "Education management is a science brunch to apply the education aims at the level of planning." 2- "Education management is the actions in order to get the preplanned aims by using the sources effectively."

As seen educational management definitions are parallel to the general management definitions. Definitions common feature are educational management is the part of management and management process are applied into the education.

Educational management process is solving problem process. Solving problem process can be applied from easy management problem to the hardest one. In general, problem solving process has some steps: 1) finding the management problem, needing solving, 2) defining the problem, 3) finding the alternatives, 4) comparing the action, 5) applying the decision, 6) evaluating the solution.

Planning, organization, coordination, connection and controlling are also part of planning as well, but they may be seen out of this process.

Planing is the process of collecting necessary data for education and ways of using them, deciding on them. Organization is the process of collecting data and organizing them. Coordination is directing all sources according to education aims. Connection is a general process that sending meaning to each other among the people and replying them. Inspecting is deciding what is going to be done and following the plan. Evaluation is the process of evaluating the job, result or evaluating the people who do the job. (Başaran, 1983:81).

As seen before, inspection is inevitable part of management process.

Bozkurt (2002:41) says: "There is inspection system in every complex system. This is an organizational and management necessity". This necessity comes from the importance of inspection. After this section, inspection and educational inspection are evaluated that is the area of the survey subject.

If we look at carefully, according to variety of the sources, there are different management and inspection concepts. In this point, Başar (2000:8), says: "Management and inspection are the same, except inspection is Arabic. Both of them define the whole actions about correcting and developing." He states that there is no difference between them.

In general, inspection is one of the control methods for the sake of community. Between correction mechanisms, it is the best used one, because to give information about preventing and correcting actions is the first condition of succeeding. (Aktaran: Bursalıoğlu, 1967:87)

Inspection definitions are varied according to different sources, different writers. These are:

Inspection is to determine whether organization is successful or not, and if there is deviation, to make precaution in order to correct them. Other management's success level can be known by controlling them. (Özalp ve diğerleri, 2001:3).

Inspection is the process of whether actions are suitable for the principles or not according to predetermined aims. (Alkan, 1999:309).

Inspection is to get the organization's aim perfectly, to check the suitability level of the instrument that used on the process, to check their efficiency and proficiency. And inspection is to control whether the aims are reached or not; whether there is deviation from the goals or not; if there is, what the reasons are; to find solutions for the problems. All these steps should be suitable for the inspection as well. (TODAİE, 1968:8).

In education term dictionary, inspection is to check whether educational studies are done according to the regulations and rules stated in circular or not, to examine and to investigate. (Oğuzkan, 1993:35)

A few things about inspection's.

Evaluation of the results of the studies are done is very important to the whole system and its quality as well. To get the attention, guiding people and counseling them are vital, then to check level of reaching aims is very important. In organizations, this whole process is called inspection, the person who does this job is inspector(controller

Aim of inspection is to check applying level of the organization and take some necessary precautions to reach the finish. Because of this, inspection always controls the organization and tries to get the aims. "Inspection in education intends to find out the suitable aims of the education, the suitable methods and to improve these according to the aims." (Altıntaş, 1980:14).

Eren (2000:27), says about education aim: "Inspection aim is to get necessary precautions in order to get the organization aims."

Inspection's aims are defined in different aspects. Inspection's elements are defining the situation, evaluation, correction and improvement. Educational inspection's aims like this below.

1. To determine the level of reaching aims of the lessons, school, evaluate and add contribute necessary corrections.
2. To define school physical situation such as light, heat, moisture, area of the school, to check whether these are suitable for education or not, do the necessary improvement.
3. If there is any difficulty in lesson, school, educational instrument, to check these and try to organize a suitable place for education.
4. To define the level of suitability of the lessons, subjects and to evaluate them, to do necessary corrections.
5. To check the educational materials whether they are suitable for education or not, to evaluate and try to make use them teachers.
6. To define the level of using materials according to the lesson and subjects, to evaluate them and to make necessary improvements.
7. To define the testing and evaluation methods and to check their levels of success, to put afford in order to improve them.
8. To define whether the teachers supply enough love and affection to the students and to check whether these are suitable for democratic communication skills or not; to make necessary changes, to help the teachers to apply these.
9. To define teacher's success, ability, afford, and teacher's success level among the colloquies; to evaluate the situation, to guide the teacher to improve the situation.

10. To define whether the teacher uses the technological improvement in the lessons or not; to evaluate; to contribute using these materials for education.
11. To define relationship between the school and the environment, to make necessary actions, to guide necessary improvements.
12. To define the level of success other members of the school like servants; to evaluate them; and to help to make necessary changes
13. To define cooperation in the school; to evaluate it and to make necessary changes.
14. To define every little problem in any area related to education; to evaluate them; and to help solving the problems.
15. Inspection is to help self evaluation and self improvement. (Gökçe, 1994:76).

Inspection aims are vital aims to make the institution live longer. Because of its importance, it is defined every time. 19th International Educational Conference was held by Education, Science and Culture Committee and International Education Bureau in Geneva in 9 July 1956 and in 16 July 1956, they accepted these advises. Some these advises cover 'Inspection Aims'.

These are:

1. Inspection's main aim is to improve schools, to make them effective and to gather education ministry and schools in the same point, to make them connected.
2. Inspection has not an aim like telling the importance of the school and education to the teachers, students and parents. It is about their performance, and to make them more effective in their jobs.
3. Inspection is to encourage the teacher to do their best, to put effort on their works by understanding and accepting, their values and their rights. And to help the

teachers to do their works effectively such as getting necessary instrument for their teaching process and to give more chance to teach properly.

4. Inspection should get the parents understanding and their regards as well. Because if there is not any help from the parents, any improvement cannot be expected from the teachers. (B.M. Eğitim Bürosu, 1957:2).

Governent Inspection Elements stated the importance of the inspection on the press brunch, Inspection Magazine.:

Inspection does not only prevent the wrong things in education but also it keep the people safe. It states national profit; gives light to the government, prevents harm; improves working force. It stops the bad things about education. So we can apply the rules easily and quickly. Inspection phenomena urges the people to be good at their jobs and to take their job seriously. We should not forget that inspection is not a force instrument and management method, but it is contemporary education. (Aktaran: Taymaz, 1997:4).

Inspection's aim are stated in inspections role area. It gives us that inspection is necessary for education.

Inspection is to evaluate the studies, to control the teachers' performance, to try to make them more effective in their jobs, to guide them, to help them to get some instrument easily. That's, inspection has a varied area. In addition, if there any illegal action, or something that is not suitable for the teacher, the inspection gives information about these things to the ministry directly. (Su, 1974:36).

Education special area teacher inspection has a great importance in inspection.

In every section of education, our first aim is to educate our teachers properly. Because they will be teachers in the future and take a crucial role in education. The teachers has lots of duties such as educating the students according to

the social values, teaching them, improving their analysis, solving problem, producing information, and using the information abilities properly. Teacher should know why teacher teaches is, what he teaches is, how he teaches is; and he should analyze the results of the students, check his aims. In order to get these points properly and to guide the teachers in their problems, the teachers should be inspected. (MEB. Teftiş Krl.Bşk, 1997:64).

Inspection is very important. But this importance does not sense anything itself. If it helps the institutions to get their aim, it is really effective and it does sense. Aydın (1993: 14) says that: "Inspection is not the aim by itself, it is an instrument for checking. It covers teaching and learning process and it covers its aims in education."

Management and inspection are different from each other, but they complete themselves. That's why, government institutions will be successful are more safer than other institutions. (Köycü, 2001: 104).

Management and its sub brunch educational management are really important. This important job is done by the inspectors. So it is our study. And we should give information about their duties.

In Turkish Education, inspection started in Tanzimat Era. In 1846, Mekatib-i Umumiye Nezareti was established and to inspect Sibyan (primary) Schools and Rüştîye (High) Schools Muin (inspector) is designated. Their job was "to check the schools and guide the teachers". Till 1862, Muin term was used for inspector. After that, "Müfettiş" inspector was used for inspectors. (MEB. Teftiş Krl. Bşk, 1997:1).

Whichever name is given them, there was inspection in our education system.

Main application source, 'Meydan Larouse' encyclopedia defines the inspector as:

Inspector is the official who checks the continuing systems and evaluate performance and writes a report for his opinions and observation to his upper department. (Meydan Larouse, Meydan Yayınevi, 9. Cilt İstanbul, 1981:126)

With other saying :

Educational inspector is the expert to check the education system in different institutions and in different steps. (MEB. Şuraları, 1995:158).

To evaluate the system according to its aim, it is important for the whole system and the product of the system. System should connect to sub systems as well. Without breaking any chain of the system, inspection and guiding should be done. In the systems, this process is called as inspection, and the person who performs this is inspector. In our language, we call the person like inspector, controller, guiding, survey, counseling, observation, superintendence, advisor, coordination according to the place of applying and shape. (Taymaz, 1997:43).

As we see above, inspector is called his role and his sufficiency in his work. So we have to give information about inspectors' role and their sufficiency.

In TRNC Inspectors have some duties according to the book "Inspectors' Hand Book" printed by ministry:

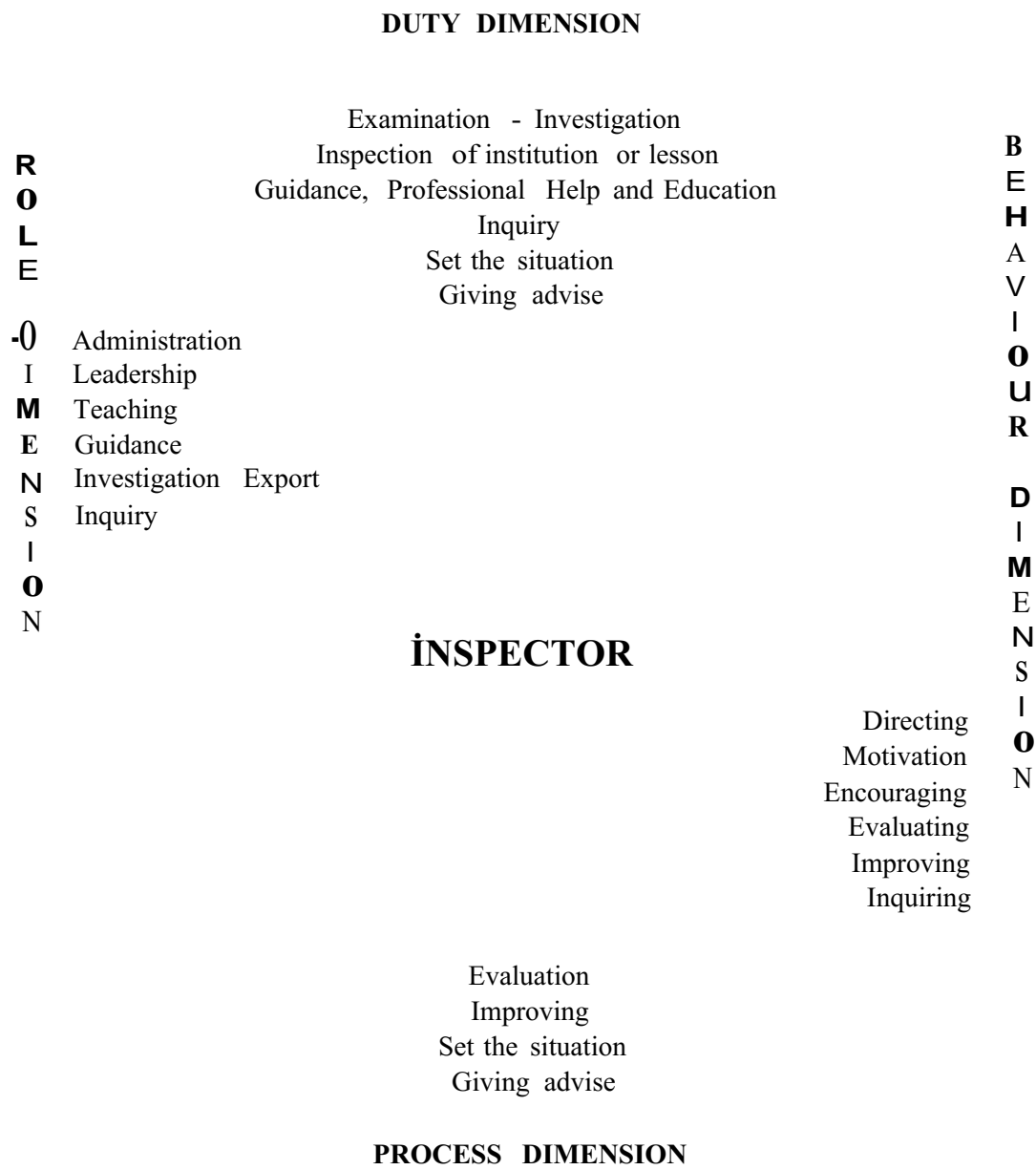
Inspection functions are different according to its aim. Inspection has six main duties. These are: Counseling, source, advisor, leadership, coordination and evaluation. (Eminsel, 1997:16).

In order to make their jobs, inspectors should have some sufficiency like a) they should be designated by the government, b) process of applying duty, c) his roles, d) his behaviors while he is on duty.

These duties can be shown like in this model. (Aktaran: Taymaz, 1997:44).

Figures .1.

Inspector's duties and sufficiency



As seen above, inspectors' duties are in four groups. Examination, investigation, inspection of institution or lesson, guidance, professional help and education and inquiry.

These are:

Examination is checking one subject with all aspects of it in details and trying to explain its details and specials. According to these definitions, inspection report is checking one subject in details and writing a report about the observation (Taymaz, 1997:65).

Investigation is the process of data collection, analysis of the data, evaluating them, and writing a report about findings (Demirtaş, 2002:52).

Institution inspection is the most effective one in inspecting, because it is about applying new technologies to the classroom, finding the problems about teaching, helping to find solutions, using the sources in the right time and place and improving education system as well.

According Taymaz (1997: 129) lesson inspection is a kind of inspection in order to find out that whether teacher's teaching method effective or not, his effort, his performance among his colloquies, and students' level.

Guidance, guidance during inspection is the studies to make self determination, to recognize the environment, to solve the problems, to make decisions, orientation, adaptation to the environment and being happy. (Taymaz, 1997:84).

Professional help is the studies to make the people happy with their work, to success in their job, to solve their problems and to behave what they are supposed to do. Inspecting during educating is to solve the teacher's problem, to help him, and to improve his qualifications as well. (Taymaz, 1997:85).

Inquiry is inspection and investigation about the officials if they behave against the discipline principle in job, or if they send them away from their job, if they are claimed that they commit (Demirtaş,2002: 144).

While investigating about the level of applying inspector's duties, these principles are taken into consideration.

In order to inspectors do these duties stated by rules and regulation, they should be enough for the situation as number. For example, T.R. National Education Ministry Primary Education inspectors' number is stated like below:

Need of inspector in states, the most needed, in first and second service area is 90, in third service area 80, in fourth and fifth service 70 teachers to one inspector. According to this, till the enough inspectors come, this is designed by designation. (Yasemin, 2003).

According to this regulation, T.R. T.R. National Education Ministry Primary Education Inspectors are enough? If we investigate:

In 2001-2002 Education year, in the area of the primary education inspectors, kindergarten and primary school teachers total number is 390.002'dir. Primary education inspectors' number is 3009'dur (MEB, Apk. 2002: 16-218). In this point, there is one inspector for 130 teachers. As seen, inspectors number is too little as stated in rules and regulations

If we look at TRNC National Education and Culture Ministry, information taken from Ministry Inspection Committee, there are 1 administrator, 1 vice administrator, 2 head inspectors, 26 inspectors, 3 advisors staff in Inspection Department. But there are still 1 vice administrator, 10 inspectors, 1 advisor on duty. On the other hand, teachers whom inspectors have to inspect are 2962 as seen below in the tableau. So each inspector has to inspect 247 teachers. And the rate of inspectors' number in TRNC National Education and Culture Ministry are more than in T.R. National Education Ministry.

Even if all staff is full in TRNC National Education and Culture Ministry , this rate will be 93 teachers verses 1 inspector. Even this is high rate as well.

Table .1.

Number of teachers

No	Related Department	Total of the teacher
1	Primary Education (Kindergarten included)	1244
2	General Secondary Education	1246
3	Professional Technical Education	472
Total		2962

Inspection in education is necessary like in all steps of management. Inspection is done by the inspectors. Inspections level of applying their duties is paralleled by their success. Thus, information about the level of applying their duties is necessary.

Problem Statement

What are the opinions of the teachers and administrator of the schools about the level of the inspectors' applying their duties? Is there any difference between these opinions?

Goal

This research is prepared according to TRNC Near East University, Educational Science Institute, Educational Management, Inspection, Control, Planning, Economics Department, as suitable for Thesis Preparation method and regulations. Aim is to find answer to "What are the opinions of the teachers and administrator of the schools about the level of the inspectors' applying their duties? Is there any difference between these opinions? questions and help related people.

Sub Problems

1. What are the areas that TRNC National Education and Culture Ministry Inspectors should work on? Are these areas suitable for the modern education concept?

2. What are the levels of applying duties of TRNC National Education and Culture Ministry;

a-School administrators,

b-School teachers?

3. What are the applying level of the duty according to the school administrators and teachers?

4. Is there any difference between administrators' opinions and teachers' opinions about applying level of duty of the inspector?

5. What are the administrators and teachers opinions about applying the duty better than now?

Limitations

Study in the whole survey is in the area of the researcher's resources. It is limited with its dimensions.

1. Survey's data collection area is limited with the teachers and administrators in 1 private secondary school, 3 primary schools and 1 kindergarten in Morphou city center, TRNC.

2. Instrument, people and method's limitation used in social science and limitation of the statical process are valid for this study as well.

Assumes

In order to define the problem and determine the method, these features are used for this study:

1. Duties of the inspectors stated by TRNC National Education and Culture Ministry are suitable for inspection and can be observed.

2. Teachers and administrators whom are inspected have experience for giving opinions about inspectors' level of applying duties.

Definitions

Teacher: Teachers who are teaching in kindergarten, primary school, or secondary school related to TRNC National Education and Culture Ministry.

Administrator: Administrators or vice administrators who are managing in kindergarten, primary school or secondary school related to TRNC National Education and Culture Ministry.

Inspector: Inspectors who are inspecting related to TRNC National Education and Culture Ministry.

Importance

There are a few inspectors in TRNC, that's why, this research is going to help the people.

It is going to be helpful to eliminate the problems that inspectors face.

It supposed to be an example for administrator's problems, to see other aspects of the problem, and to give clue for the inspectors.

Other importance is the inspectors' duties will be more clear about their areas and problems as well.

Abbreviations

Teacher: Teachers who are teaching in kindergarten, primary school, or secondary school related to TRNC National Education and Culture Ministry.

Administrator: Administrators or vice administrators who are managing in kindergarten, primary school or secondary school related to TRNC National Education and Culture Ministry.

Inspector: Inspectors who are inspecting related to TRNC National Education and Culture Ministry.

D : Numbering

F : Frequency delivery.

KKTC: Turkish Republic North Cyprus

K.O : Square average.

K.T. : Square total.

N : Number of the people.

MEB: Turkish Republic National Education Ministry

Ort. (\bar{x}) : Average.

P (p) : Meaningfulness.

S.D. : Unrestriction degree.

Std. Hata : Standard mistake.

Std. Sap. (S.S.) : Standard deviation.

T.C.: Turkish Republic

Surveys Made in the Country

There is not enough survey about this topic. There is one that is reached Selda Ünalı, from Near East University, Educational Science Faculty, Educational Management and Controlling Department. Her thesis is about "Inspection's sufficiency in TRNC Primary Education

Selda Ünalı made her research with the whole managers in Lefkoşa district, with her coincidence sample method, , she applies her questionnaire to 155 primary school teachers in 9 schools.

Research aim is defined as to find out the ways of supplying enough inspectors with wanted qualification .and number to the inspection system.

As a result of the survey, teachers' and administrators' opinions about inspector's duty while on duty, after duty and in service training are determined. There is a lot opinions about inspectors should attend in service training before assigned to duty, inspectors should attend the program again each five years, voluntary inspectors can make their master and doctorate degree or they can attend certificate programs as well.

Surveys Made in Abroad

About the inspectors, from Gazi University, Hayrettin Tükel (1997) made his master on 'Work Sufficiency of Primary Education Inspectors'. He mentioned that teachers' expectation during inspection, teachers' expectations from inspectors, and the inspectors' applying level of these expectations. Survey's aim is to help the teachers' expectations, the inspectors in order to do their work properly and to help the inspection system. Survey's area is the teachers in government primary schools in Niğde city center and the inspectors who are on duty in Niğde city center.

These are the findings:

1. Inspectors feel that their work sufficiency is "low".
2. There is not difference in work sufficiency according to gender and degree.
3. According to in service training made before duty, in work quality and management and evaluation, there is .01 importance level difference between EME graduates and other graduate which is (2 + 2) program
4. There is .01 importance difference between EME and inspectors who attend in service training from organizational and social point of view.
5. All of the inspectors have high level expectation in all work sufficiency effects. But they have more expectation in salary and bonus pay.
6. There is .01 importance level between inspector's work sufficiency level and their expectations about work sufficiency-

The researcher hopes that his findings may help the politicians to make better conditions for the inspectors in their duty in order to have enough sufficiency from their work.

From Gazi University, in Educational Science Institute, Ali Rıza Terzi (1996) made a research about 'Primary Education Inspector's Problems'. In his thesis, he mentioned that inspectors' organization structure, administrator and teacher's behavior, the problems during on duty. Research area is the inspectors who were on duty in Ankara City National Education Directorship between 1995- 1996 education years. Research was made in all area and 102 primary inspectors attended the questionnaire.

The findings are like below:

- 1- Primary education inspectors feel that there is not equality between their work authority and their responsibility.
- 2- They think that they are not agree about the decisions and their opinions are not taken into consideration while making decision and their offer and their suggestion are not replied.
- 3- Primary education inspector don't have opportunity in order to follow professional improvement,
- 4- In organization communication does not work,
- 5- They don't have been given directions,
- 6- Their needs are not supplied about the work.
- 7- Primary education inspectors face a lot problems with branch teachers and middle problems with class teachers and school administrators.
- 8- Primary education inspectors think that their success in their duty is middle.

9- They apply their work in middle. That's, they have a common thing while on duty.

The researcher hopes that his research may help in order to evaluate primary education inspectors current situation.

From Ankara University, Social Science Institute , Oğuz Özbek (1997) made his master in 'Teachers' Expectation During Inspection And The Inspectors' Applying Level of These Expectations'. The research aim is to define teachers' expectations during lesson inspection and inspectors' applying level of their duty. The research is made to define the teachers' and inspectors' opinions about lesson inspection, the inspectors' applying level of their duties effectively, to solve the problem and to improve the inspection system.

Other master thesis is from Ankara University, Social Science Institute, Hüseyin Turan'ın (1999) 'Primary Education Inspectors' Organization Controlling Effect'.

It is a reality that education is very important in recovery of the community and being modern. So inspection is also important in education. Effective inspection is necessary for the schools to get their aims that stated before. Organization inspection covers that building, instrument, education, student, account and people who work in primary schools. Effective schools are in which teachers and students are happy for what they get and they are open to the innovations, effective, productive and profitable. This research general aim is to define Turkish National Education System, and inspection sub system, and to define the effectiveness of the sub systems. For this aim, this surveys' findings are evaluated according to National Education Ministry, Primary Education Inspectors' Rules and National Education Ministry Primary Education Regulations.

This research may help to find solutions for effective inspection in primary education and to find standardization in primary education and organization inspection, to add something to this subject as well. Research is scanning model.

Research area is primary education teachers and school administrators who are sub system of Turkish Education System.

In both TRNC and Turkey, Halil Aytekin (1997) made a research from Ankara University, Social Science Institute. The doctorate research is 'Comparison of Inspectors' Qualifications between Turkish Republic and Turkish Republic of North Cyprus Education Systems.

In this research, inspectors' qualifications in Turkish Republic and Turkish Republic of North Cyprus Education Systems, inspector's personal and expert qualifications and structure of the inspection system, the difference between two country are stated. The research covers the teachers who are on duty in 1995-1996 education years in schools except technical and profession schools in Turkish Republic capital, Ankara and Turkish Republic of North Cyprus capital, Lefkoşa.

From the research area, questionnaire is applied to total 2045 teachers with random method, and factor analysis and validity safety study. From these questionnaires, 1581 returned and some of the questionnaires are not involved in evaluation.

There are good findings for Turkish Republic of North Cyprus Inspector. Some of the difference between Turkish Republic and Turkish Republic of North Cyprus are like below:

- 1- For the teacher's perception, inspectors who are on duty in TRNC have more personal qualifications than Turkish Republic inspectors.
- 2- For the teacher's perception, inspectors who are on duty in TRNC have more management qualifications than Turkish Republic inspectors.
- 3- In TRNC, the inspectors have more guidance and management ability.

4- In TRNC, the inspectors can motivate the teachers and the students more effectively than Turkish Republic.

5- Inspectors who are on duty in TRNC have more evaluation ability than Turkish Republic inspectors.

From Hacettepe University, Social Science Institute, Kenan Özdil (1997) has made a master thesis on 'N.E.M. Ministry Inspectors Applying Level of Their Duties'. In this research, to define the applying level of ministry inspectors' duties, the researcher applied to ministry inspectors', school managers' and teachers' opinions. Research is made with 100 ministry inspectors and 264 teachers in 12 schools in center district *in* Edime.

The researcher hopes that the research may help to define the ministry inspectors' duty area, to apply their duties and to solve the problems that they face. On the other hand, it can be a sample for further researchers on this topic. The other aim is to compare the inspectors' duties and to re evaluate their duties as well.

PART II

METHOD

This study is a description about TRNC National Education and Culture Ministry' inspectors' applying level of their duties stated in Inspection Committee Regulations and Management and opinions on the topic as well.

"What is the level of applying duty?" is questioned to school managers and teacher. And their opinions are considered.

Universe And Sample

Study area is applied with the school administrators and teacher in which TRNC Morphou local center kindergartens, private secondary schools and primary schools. In Morphou, 13 administrators and 121 teachers are on duty in these schools. Because of few numbers of the participants, total sample method was applied to all participants. Area and teachers and administrators number are like below.

Table .2.

Number of the administrators and teachers that questionnaire applied

No	School Name	Administrator	Teacher	Total
1	Maarif Kindergarten	1	8	9
2	Barış Primary School	2	12	14
3	Kurtuluş Primary School	2	22	24
4	Özgürlük Primary School	2	16	18
5	Şht.Turgut Secondary School	6	63	69
Total		13	121	134

Data collected from questionnaire that given the participants. Data related to the questionnaire is like showed below.

Table .3.
Numerical Analysis of Questionnaire.

Questionnaire Numbe Groups	Number In Area	Sample Given Questionnaire Number	Returning Questionnaire Number	Analyzed Questinnnaire Number	Returning Questionnaire Rate(%)
Administrators	13	13	11	11	84
Teachers	121	121	100	97	82
TOTAL	134	134	111	108	82

Data Collection Instrument and Applying

Data is proof that not processed yet. (Karasar, 2002). Data about survey problem and sub problems are collected according to two methods. These are field area research and questionnaire data collection methods.

Findings about first sub problem solution are collected by the researcher with area research method. Duties of T.R. National Education Ministry, Ministry Inspectors and Primary Education Inspectors with TRNC National Education and Culture Ministry, Ministry Inspectors' duties stated in Regulations and Rules are analyzed by comparing Modern education inspection duties.

Other data about sub problems are collected by questionnaire method. Questionnaire is adapted from Kenan Özdil's same master thesis that made in Edime before. The named researcher consulted expert opinion and he tested the questionnaire in a group of people in Kırklareli Kepingtepe Anadolu Öğretmen High School teacher and administrator, the results found out positive.

During applying the questionnaire, the researcher went to the schools and met the administrators and teachers one by one. He gave the questionnaire to 13 administrators, 121 teachers. 11 copies given to the administrators and 100 copies given to the teacher are taken back. 3 copies taken back from the teachers are seen that these teachers haven't been inspected yet; so they are not considered, because they cannot have an idea about inspectors applying level of duties.

Questionnaire is organized according to Likert type scale and leveled by five. Levels of applying their duties are stated like Every time (5), Occasionally (4), Partly (3), Rarely (2), Never (1).

Opinions about TRNC National Education and Culture Ministry Inspector' level of applying their duties are stated in 30 questions. To apply the questionnaire, necessary permission is taken from TRNC National Education and Culture Ministry, General Secondary Education Department with Primary Education Department

Data Analysis

Data analyzed by using SPSS for Windows program. While using SPSS for Windows packet program, Büyüköztürk (2002) book is used. Total 108 questionnaire data is analyzed, and frequency, average, standard deviation, variance analysis, and differences between groups are tested by Shiffe test. Levels of applying duties are stated according to teachers and administrators in different graphics, frequency, percent average and standard deviation are stated. In addition, difference between each schools are analyzed by level of $p < .05$. Collected data considered 4 equal space in 5 level of data collection instrument, levels of applying duties average values are analyzed as 1.00-1.80 "never", 1.81-2.60 "rarely", 2.61-3.40 "partly", 3.41-4.20 "occasionally", 4.21-5.00 "every time". While commenting, expert opinions are applied.

PART III

FINDINGS AND OPINIONS

In this part of the research, duties related to the problem are stated and the data collected from questionnaire are analysed statically, the findings are stated and applied.

Findings And Opinions About First Sub Problem

19.02.1993 Date, with 21501 number, T.R. National Education Ministry Inspectors' duties that are stated in Official Newspaper are these:

Duties that are going to be done by the inspector in the name of the minister and with his order are these:

- a) To examine and take necessary precautions in order to follow our national aims, continuity of our togetherness; to help teenagers in order to be successful, handsome, moral, profitable citizen in the schools,
- b) To inspect the Ministry actions, processes and to investigate if it is necessary,
- c) To make necessary precaution to solve the problems that they face during inspection,
- d) To search about the actions that the institutions are doing whether they are suitable to Turkish National Education aim or not; if there is some missing parts, to contribute in order to fix that situation during institutions inspections,
- e) To find level of being growing up according to National Education aims, to help the teachers in this point, to support educational programs in order to be done properly, try to prevent level differences during education process, to make necessary

co-ordination between teachers, to define necessary precautions and inform ministry about all these steps,

f) To guide the students to have national customs, values and morals; to help the school area become a cultural area; to search about the necessary plan and application by teachers and administrators,

g) During the inspection, if there is unsuitable thing or if there is any striping from the regulations, according to inspection method that they are belonged to, inform the ministry immediately,

h) To make survey and investigation related to the ministry; if the presidency send inspectors to seminar, conference, and course, to join this sort of activities,

ı) To examine the problems that appear from applying education and the rules, to find out the solutions and to take necessary precaution to supply the works being done properly, to write a report about observations to the ministry,

i) To encourage the teachers and administrators, to motivate them to their job and to decide whether they have the ability to promote or not,

j) After the inspection, to submit the report according to the inspections rules to the Presidency of Inspection Committee in 20 days,

k) (Different: 12/09/1998 - 2346i s. R.G.) To inform the presidency about their duty place where they will go and their returning via telegram or fax,

l) To keep one copy of the papers that sent to them and their reports, to save these data in a notebook,

m) To apply the duties that are stated by rules, and regulations (Ergit, 1999:367).

T.R. Primary Education Inspectors duties and authorities are stated on October 1999 date and 2505 number in information magazine are like this:

a) Guide and to do their jobs;

1) In the beginning and at the end of each education year, additionally when is needed, to organise job meetings for the teachers, to guide to define educational problems and to find solutions,

2) To write down the subject about guide in schools and institutions to the information magazine and institutions inspection notebook, send one copy to the presidency,

3) After inspection, meet the teachers and administrators, to help to solve the problems,

4) To follow innovation and changes about inspection and to contribute presidency data, in this concept, to guide the teachers in his area,

5) To help the nominee officers and to apply the duties given to them,

6) To help the teachers and administrators whom the inspector is responsible for them, and to help their job performance,

7) To supply the vice inspectors to join the inspections, evaluations and investigations; to help their improvements.

b) Inspection and Evaluation;

1) To evaluate whether the students are educated according to Turkish national education general aims and objectives and school aims and according to the students level and ability, their level of knowledge and ability,

2) To evaluate his inspection area schools and institutions actions according to the rules and regulations,

3) To evaluate the situation of teaching level of Atatürk's Principles and Revolutions, National Anthem, Atatürk's Address to Youth and Students Oath,

4) To evaluate whether flag, remembering, appreciating ceremonies are being done according to the rules or not,

5) To evaluate education studies with all aspects,

6) To evaluate the institution and the personals aims applying level in the institutions are stated in regulations and rules,

7) To evaluate the teachers and administrators communications with the social area,

8) To evaluate the school or institutions sufficiency and productivity,

9) To examine whether the school-family committee and school co-operation and canteen are working according to the rules or not,

10) To examine whether the school, school garden, school places are used according to their aims, to write down the results in the offering notebook with advises, if it necessary, to write a report to the presidency,

11) To organise different reports for the teachers and administrators for each of them about the inspection,

12) To make report for the registry officers,

13) To send the reports of his schools and institutions on time and without any missing part,

c) Research

1) To examine the subject is given by presidency and faced subject during the inspections,

2) To determine the needs of teachers, school instruments and other materials that schools need and to inform these to the presidency,

3) To write report about the school opening and closing investigation reports,

4) To find out the reasons of absent students in his area schools, to advise to eliminate these reasons,

5) To make studies in order to improve the inspection system in schools and institutions; education methods, press notebook and registry; inform the presidency about his opinions,

6) During applying the rules and programs about schools and institutions, if there is any problem, to inform the presidency,

7) In schools and institutions, to check the application about private education and inform the presidency in the light of these information,

8) To define education problems; to develop solutions and advise about these; to make investigation in order to improve their productivity,

d) Investigation;

1) According to state management rules, to investigate about teachers, administrator, and the personnel in the schools according to orders given by the governor of the province,

2) In investigations, to write reports about the schools and institutions to the public institutions and judicial people,

3) To start given duty on time and complete in advance; to write his advise on a report or summary and send submit to presidency,

4) During, in vesu, at \.cm, if there is an ethical in-spectit cm. the same dut'), to inform the presidency for co-operation,

5) If the inspector cannot finish the inspection because of certain reasons, to inform the presidency his reasons,

6) To demand necessary notebook, paper, document and information from related departments; to investigate them, to copy them, to keep the original copies; to keep the copies of the documents taken the original copies; to keep in his files with its necessary stamps and signatures, then give them to the related departments,

7) To see every paper, notebook, money, cheque, store, cashier even they are under controls with confidentiality; to investigate; if it is needed, to stamp them,

8) To behave according to 'Law Sentence Method Rules' and 'Law Interim About Officer Judging' in investigations in order to apply the rules about informer, complainant, suspect, witness,

9) If there is denunciation, complain about his duty area or if he sees the event; he can immediately deal with the problem and if the evidence disappears, to collect them and to confiscate the situation or to demand investigation order,

10) To keep one sample of made investigation and research in their files,

11) If there is any subject except from 'Law Interim About Officer Judging', to submit his accusing to the Republic Attorney General and to inform the presidency. (NEM Notification Magazine, 1999:815).

TRNC National Education and Cultural Ministry Inspectors apply their duties according to 'General Staff Law' (16/1981 Numbered Law), Item 11. In this rules and regulations, inspector duties are:

Duty and Responsibilities

1. The inspector inspects the teachers who are belonged to a program, primary education, secondary education, or professional, technical education program and the branch teachers in these programs. To investigate every activity whether they are suitable Cyprus Turkish National Education aims or not.
2. According to rules about lesson and institution inspections, to help the teachers, to guide them, and to train them.
3. To do their duties in seminar, course and conferences given to the teachers according to the rules.
4. To report and his advises about his duty area school, teachers and institutions at least once in a year.
5. To report about Teachers Institutions activities and their needs when is needed.
6. To apply duties given by the manager and head inspector about education and cultural subjects.
7. The inspectors can be given duties to check the institutions related to the ministry and to follow these activities.
8. They are responsible to the Head Inspector and Manager during inspection. (TRNC, 1981:3).

Till here, the researcher states T.R. National Education Ministry, ministry inspectors, primary education inspector duties and TRNC National Education and Cultural Ministry inspectors duties stated in rules and regulations. Let's contemporary education inspection features in order to understand whether these rules are applied properly or not.

Contemporary Education Inspection Features

According to contemporary and scientific inspection understanding, inspection is not only controlling, but also improving education. Thus, all data of the system should be considered in order to be more objective and healthy inspection. According to this, Contemporary Education Inspection Features are:

1. Contemporary education inspection's aim and method is stated by founded problems and place situation and feature as well. It has not bias.
2. It depends on related people and professions co-operation.
3. It is scientific and impartial. Events and objectives are considered.
4. It motivates and states the teachers' powerful parts" to help their insufficient parts. It is believed that initial step should be taken voluntarily.
5. It is both have solutions and combining. Each item is taken into consideration during study.
6. It profits from post studies and experience as well.
7. Contemporary education inspection is a technical and social process.
8. It aims to use people and item sources effectively and to improve them.
9. It functions like diagnosing, evaluating and developing steps.
10. The policy of respectfulness to the people, and behaving equal to them is the first condition of inspection. This policy aims a situation in which people have right of asking question freely, they can state their problems about institution and education, individual contribution is being considered. During inspection, the ministry of inspection should be remembered by the inspectors, because they represent the ministry. (Alkan, 1999:312).

Contemporary inspection covers people ability as well as institutional ability. Because people ability is very important. Without having this, any inspection cannot be successful. Human interaction, group works and democratic process are supporters of the successful inspection. Of course, without having these, inspection can be done but it not going to be successful. (Sağlam, 1985:34).

Contemporary education inspection features have been stated because of some reasons from time to time. Hasan Ali Yücel, one of the previous T.R. National Education Ministry and most important minister with his unforgettable contribution to Turkish National Education has some opinions about this subject:

In 1938, when Hasan Ali Yücel became National Education Minister, he met with the inspectors in İstanbul. He stated that till that day 8000 primary teachers left their profession, this is because of the inspectors behaviour. And inspectors have a curical role on this. And he critised inspectors behaviours. "You cannot be understandable with the teacher and cannot be colleague with them as well. You make them like robot while using rules and regulations, oppress them. You are so far away from a liked people and you make yourself like some whom being feared from. You become a man who is looking for insufficiency and writing secret reports." (Transferred by: Devedan, 2001 :32).

In contemporary inspection, the teacher became a person who make contribution to education process with the inspectors, and he is not the man whose insufficiencies are being looked for. (Memişoğlu, 2002:3). On the same subject Yalçınkaya (2002) says that: "Inspection duty should be applied like motivator; inspection should educate and training process before everything; "hunter philosophy" which is wishing to find fault is being avoided.

TRNC National Education and Cultural Ministry Inspectors and T.R. National Education Ministry Inspectors duties stated by the rules and regulations have similarities. But both of them are not suitable for contemporary understanding.

Because leadership, guide, consultancy, and helping, human relations and developing educational rules in contemporary inspection are not stated in our rules and regulations as well as in contemporary inspection systems.

This information related to the first sub problem are collected via questionnaire. TRNC National Education and Cultural Ministry Inspectors and T.R. National Education Ministry Inspectors duties and responsibilities are parallel. Thus, in survey's questionnaire part, questionnaire tested its confidentiality and validity in to investigate T.R. National Education Ministry Inspectors duties applying level is used for this study as well.

Findings And Opinions About Second Sub Problem

The second sub question of the research is what the applying level of inspector duties is according to:

Teachers,

a) School administrators.

The findings and implications are stated according to each groups.

a) Teachers opinions about applying level of inspector duties are stated in Table 4. While presenting the findings, the highest and lowest levels are taken to comment. When Table 4 is examined, according to teachers, "never" and "completely" levels are not found. Most of the duties examined like "partly" level. Item 14 "To guide the activities to make the school are cultural place and to help to develop this situation." And, Item 26 "To decide the people who will be promoted and deserve this in the school and institution." duties are done in "rarely" level according to teachers opinions.

Item 19 "When it is necessary for the ministry, to join course, seminar, and conference.", Item 23 "To examine the staff sufficiency, work and behaviour in school and institution.", Item 28 "To keep one copy of sent information and their reports and documents copies.", Item 29 "To registry the reports and sent information in a notebook.", and Item 30 "To apply the duties stated by rules, regulations and other duties." are applied occasionally according to teachers. While commenting on the findings, average values are based on. According to all teacher, applying level of inspector duties are with ($\bar{x} = 3.17$) in "partly" level.

As seen on the Table, in general bureaucratic duties are applied "occasionally", on the other hand, duties suitable for contemporary inspection understanding applying level is in "partly", or "rarely" level.

b) Administrators opinions about applying level of inspector duties are stated in Table 5. When Table 5 is examined, inspectors duties applying level is not in "never", "rarely", "completely" levels. Most part of the duties are applied in "partly" level (total 19 Item).

Table .5.
Inspectors Duties Applying Level According to Administrators

ITEM	- 5 -		- 4 -		- 3 -		- 2 -		- 1 -		S.S.	\bar{x}	D
	Completely		Occasionally		Partly		Rarely		Never				
	f	%	f	%	f	%	f	%	f	%			
ITEM 1	2	18,8	3	27,3	3	27,3	2	18,8	1	9,1	1,27	3,27	9
ITEM 2	1	9,1	4	36,4	3	27,3	1	9,1	2	18,2	1,3	3,09	11
ITEM 3	1	9,1	5	45,5	4	36,4	0	0	1	9,1	1,03	3,45	7
ITEM 4	3	27,3	5	45,5	1	9,1	2	18,2	0	0	1,07	3,81	4
ITEM 5	2	18,2	4	36,4	3	27,3	0	0	2	18,2	1,36	3,36	8
ITEM 6	1	9,1	4	36,4	4	36,4	0	0	2	18,2	1,25	3,18	10
ITEM 7	1	9,1	2	18,2	5	45,5	1	9,1	2	18,2	1,22	2,9	13
ITEM 8	3	27,3	1	9,1	5	45,5	0	0	2	18,2	1,42	3,27	9
ITEM 9	3	27,3	4	36,4	2	18,2	0	0	2	18,2	1,43	3,54	6
ITEM 10	5	45,5	1	9,1	2	18,2	1	9,1	2	18,2	1,63	3,54	6
ITEM 11	2	18,2	1	9,1	4	36,4	2	18,2	2	18,2	1,37	2,9	13
ITEM 12	2	18,2	2	18,2	4	36,4	3	27,3	0	0	1,1	3,27	9
ITEM 13	1	9,1	4	36,4	2	18,2	3	27,3	1	9,1	1,22	3,09	11
ITEM 14	0	0	2	18,2	6	54,5	1	9,1	2	18,2	1	2,72	15
ITEM 15	1	9,1	0	0	7	63,6	2	18,2	1	9,1	0,98	2,81	14
ITEM 16	2	18,2	2	18,2	3	27,3	2	18,2	2	18,2	1,41	3	12
ITEM 17	2	18,2	4	36,4	2	18,2	2	18,2	1	9,1	1,28	3,36	8
ITEM 18	0	0	4	36,4	3	27,3	2	18,2	2	18,2	1,16	2,81	14
ITEM 19	3	27,3	3	27,3	4	36,4	1	9,1	0	0	1	3,72	5
ITEM 20	3	27,3	2	18,2	4	36,4	1	9,1	1	9,1	1,29	3,45	7
ITEM 21	2	18,2	2	18,2	4	36,4	2	18,2	1	9,1	1,25	3,18	10
ITEM 22	1	9,1	5	45,5	2	18,2	2	18,2	1	9,1	1,19	3,27	9
ITEM 23	2	18,2	6	54,5	1	9,1	2	18,2	0	0	1	3,72	5
ITEM 24	1	9,1	3	27,3	6	54,5	0	0	1	9,1	1	3,27	9
ITEM 25	0	0	3	27,3	6	54,5	1	9,1	1	9,1	0,89	3	12
ITEM 26	0	0	2	18,2	5	45,5	2	18,2	2	18,2	1,02	2,63	16
ITEM 27	4	36,4	4	36,4	2	18,2	1	9,1	0	0	1	4	2
ITEM 28	3	27,3	6	54,5	2	18,2	0	0	0	0	0,7	4,09	1
ITEM 29	3	27,3	5	45,5	1	9,1	1	9,1	1	9,1	1,27	3,72	5
ITEM 30	4	36,4	5	45,5	1	9,1	1	9,1	1	9,1	0,94	3,83	3
TOTAL												3,31	

Duties that are thought that done with high level are Item 28 "To keep one copy of the sent letters and reports that they wrote." ($\bar{x} = 4,09$), Item 30 "To apply the duties stated by rules and regulations." ($\bar{x} = 3,83$), As seen, duties that are thought done in "Occasionally" level are bureaucratic duties in general. The duties applied in lowest level are Item 26 "To decide the personnel who deserve promotion in schools and institutions." ($\bar{x} = 2,63$), and Item 14 "To guide in order to make the school surrounding as a cultural area." ($\bar{x} = 3,31$), duties. These duties are related to co-operation and guide.

According to all administrators applying level of duties are in "partly" level with ($\bar{x} = 3,31$).

When you think that what is the meaning of that the teacher think inspector applying level of their duties is "partly", we can say these: Although teachers are not pleased inspector applying level of applying duties, they think that inspectors apply their duties in "partly" level.

Findings And Opinions About Third Sub Problem

Survey's third sub problem "What is the level of inspector applying level of their duties according to all groups?" findings are given in Table 6. When the table is examined, inspectors applying level of their duties are not in "never" and "completely" levels.

Table .6.
Applying Level of Duties That Given to Inspector According to Teachers And
Administrators

ITEM	- 5 -		- 4 -		- 3 -		- 2 -		- 1 -		S.S	X	D
	Completely		Occasionally		Partly		Rarely		Never				
	f	%	f	%	f	%	f	%	f	%			
ITEM 1	11	10,2	26	24,1	35	32,4	25	23,1	11	10,2	1,13	3	20
ITEM 2	17	15,7	28	25,9	30	27,8	18	16,7	15	13,9	1,26	3,12	15
ITEM 3	11	10,2	36	33,3	35	32,4	21	19,4	5	4,6	1,03	3,25	12
ITEM 4	17	15,7	27	25	26	24,1	30	27,8	8	7,4	1,2	3,13	14
ITEM 5	23	21,3	28	25,9	21	19,4	28	25,9	8	7,4	1,26	3,27	10
ITEM 6	14	13	26	24,1	34	31,5	23	21,3	1	0,92	1,17	3,08	17
ITEM 7	17	15,7	18	16,7	28	25,9	38	35,2	7	6,5	1,19	3	20
ITEM 8	19	17,6	27	25	34	31,5	20	18,5	8	7,4	1,17	3,26	11
ITEM 9	25	23,1	26	24,1	24	22,2	24	22,2	9	8,3	1,28	3,31	9
ITEM 10	25	23,1	18	16,7	24	22,2	25	23,1	16	14,8	1,38	3,1	16
ITEM 11	12	11,1	23	21,3	32	29,6	25	23,1	16	14,8	1,21	2,9	23
ITEM 12	9	8,3	23	21,3	38	35,1	26	24,1	12	11,1	1,11	2,91	22
ITEM 13	12	11,1	21	19,4	31	28,7	31	28,7	13	12	1,18	2,88	24
ITEM 14	12	11,1	13	12	29	26,8	27	25	27	25	1,29	2,59	25
ITEM 15	16	14,8	15	13,9	42	38,8	29	26,8	6	5,5	1,1	3,05	18
ITEM 16	17	15,7	24	22,2	31	28,7	18	16,7	18	16,7	1,3	3,03	19
ITEM 17	16	14,8	34	31,4	25	23,1	22	20,3	11	10,2	1,22	3,2	13
ITEM 18	9	8,3	24	22,2	39	36,1	20	18,5	16	14,8	1,15	2,9	23
ITEM 19	33	30,5	31	28,7	29	26,8	14	12,9	1	0,92	1,06	3,75	2
ITEM 20	23	21,3	26	24,1	30	27,8	23	21,3	6	5,5	1,19	3,34	8
ITEM 21	23	21,3	26	24,1	27	25	20	18,5	6	5,5	1,21	3,31	9
ITEM 22	21	19,4	24	22,2	33	30,5	23	21,3	7	6,5	1,18	3,26	11
ITEM 23	31	28,7	33	30,5	29	26,8	10	9,2	5	4,6	1,12	3,69	4
ITEM 24	23	21,3	25	23,1	38	35,1	15	13,9	7	6,5	1,15	3,38	7
ITEM 25	14	12,9	25	23,1	27	25	23	21,3	19	17,6	1,29	2,92	21
ITEM 26	15	13,9	13	12	19	17,6	25	23,1	36	33,3	1,41	2,5	26
ITEM 27	27	25	26	24,1	30	27,8	20	18,5	5	4,6	1,18	3,46	6
ITEM 28	35	32,4	33	30,5	23	21,3	9	8,3	8	7,4	1,21	3,72	3
ITEM 29	36	33,3	29	26,8	20	18,5	14	12,9	9	8,3	1,29	3,63	5
ITEM 30	37	34,2	32	29,6	27	25	10	9,2	2	1,8	1,05	3,85	1
TOTAL												3,19	

tem 14 "To guide in order to make the school surrounding as a cultural area.",and Item 26 "To decide the personnel who deserve promotion in schools and institutions" duties are applied in "rarely" level according to all groups.

Teachers and administrators reason for this though might be that inspectors cannot enough time to do this. On the other hand, some problems in regulations and rules about promotion are because of the inspector though affect the result as well.

From the duties 2 (Item 26, Item 14) are applied in "rarely" level, 6 of them (Item 30, Item 19, Item 28, Item 23, Item 29, Item 27) are applied in "completely" level. Other 22 duties are applied in "rarely" level. In the level of "Completely" applied duties are bureaucratic duties, too.

According to all groups, applying level of duties is in "partly" level with ($\bar{x} = 3.19$).

Findings And Opinions About Fourth Sub Problem

Survey's fourth sub problem is "Is there differences between teachers' and administrators' opinions in inspectors applying level of their duties? In related questionnaire, each 30 items are counted variance and checked their difference by using Scheffe technique. Results are showed in tables and,commented later.

Table .7.

Duties stated in Item 1 Applying Level Difference According to Teachers and Administrators.

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups		,850	,850	,652	,421
Among Groups	106	138,141	1,303		
Total	107	138,991			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	2,9794	1,1271	,1144
Administrator (2)	11	3,2727	1,2721	,3835
Total	108	3,0093	1, 1397	,1097

P > .05

There isn't meaningful difference between groups opinions in evaluation of duties stated in Item 1, "To make investigation to survive our national culture, continuity our togetherness and necessary precaution." (F=.652, p=.421). The two groups average is in "rarely" level with (\bar{x} =3.00).

Table .8.

Duties stated in Item 2 Applying Level Difference According to Teachers and Administrators.

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	1,836	1,836	,0 11	,916
Among Groups	106	172,167	1,624		
Total	107	172,185			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,1340	1,2717	,1291
Administrator (2)	11	3,0909	1,3003	,3921
Total	108	3,1296	1,2685	,1221

There is not meaningful difference in evaluation of the duty "To research on to educate the students like successful, have moral, respectful, have character, profitable citizens in schools and to take necessary precautions." stated in Item 2. (F=.011, p=.916). Two groups' average is in "partly" level with (\bar{x} =3.12).

Table .9.

Duties stated in Item 3 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,512	,512	,478	,491
Among Groups	106	113,738	1,073		
Total	107	114,250			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,2268	1,0359	,1052
Administrator (2)	11	3,4545	1,0357	,3123
Total	108	3,2500	1,0333	9,943

There is not meaningful difference in applying level of duty "To investigate all actions of Ministry Organisation." stated in Item 3. ($F=.478$, $p=.491$). Two groups average is stated in "partly" level with ($\bar{x}=3.25$).

Table .10.

Duties stated in Item 4 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	5,651	5,651	4,013	,048
Among Groups	106	149,265	1,408		
Total	107	154,917			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,0619	1,1973	,1216
Administrator (2)	11	3,8182	1,0787	,3252
Total	108	3,1389	1,2033	,1158

$p < .05$

There is meaningful difference between groups in evaluation of duty applying level "To investigate all actions of Ministry Organisation." stated in Item 4. ($F=4.013$, $p=.048$). Difference between teachers and administrators ($\bar{x}=3.06$), with administrator ($\bar{x}=3.81$) is behalf of the administrators. Two groups average is thought in the level of "partly" with ($\bar{x}=3.13$).

Table .11.

Duties stated in Item 5 Applying Level Difference According to Teachers and

Source of Variance	Administrators				
	S.D./	K.T./	K.O./	F/	p
Between Groups	1	9,028	9,028	,056	,814
Among Groups	106	171,576	1,619		
Total	107	171,667			

Group	N	Average	Std. Dev./	Std. Fault
Teacher (1)	97	3,2680	1,2626 j	,1282
Administrator (2)	11	3,3636	1,3618 j	,4106
Total	108	3,2778	1,2666 i	,1219

There is not meaningful difference between groups in evaluation of applying duty "To take necessary precautions to eliminate the faults, missing parts and method problems." stated in Item 5. ($F=.056$, $p=.814$). Two groups average is thought in "partly" level with ($\bar{x}=3.27$).

Table .12.

Duties stated in Item 6 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	0	F	P
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Between Groups		,119	,119	,085	,771
Among Groups	106	148,131	1,397		
Total	107	148,250			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,0722	1,1748	,1193
Administrator (2)	11	3,1818	1,2505	,3770
Total	108	3,0833	1,1771	,1133

There is not meaningful difference between groups in evaluation "To investigate the institutions and associations activities to improve TRNC National Education and their sufficiency." stated in Item 6. ($F=.085$, $p=.771$). Two groups average is thought in "partly" level with ($\bar{x}=3.08$).

Table .13.

Duties stated in Item 7 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.1	FI	P
Between Groups	1	,101	,101	,071	,791
Among Groups	106	151,899	1,433		
Total	107	152,000			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,0103J	1,1946	,1213
Administrator (2)	11	2,9091	1,2210	,3682
Total	108	3,0000	1,19191	,1147

There is not meaningful difference between groups in evaluation applying duty "To contribute the personnel training according to rules related to the missing parts" stated in Item 7. ($F=.071$, $p=.791$)., Two groups average is thought in "partly" level with ($\bar{x}=3.00$).

Table .14.

Duties stated in Item 8 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	2,169	2,169	,000	,990
Among Groups	106	147,213	1,389		
Total	107	147,213			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,2680	1,1503	,1168
Administrator (2)	11	3,2727	1,4206	,4283
Total	108	3,2685	1,1730	,1129

There is not meaningful difference between groups in evaluation applying duty "To define the level of students education according to TRNC National Education aim and principles." stated in Item 8. ($F=.000$, $p=.990$). Two groups average is thought in "partly" level with ($\bar{x} = 3.26$).

Table .15.

Duties stated in Item 9 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,651	,651	,395	,531
Among Groups	106	174,645	1,648		
Total	107	175,296			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,2887	1,2662	,1286
Administrator (2)	11	3,5455	1,4397	,4341
Total	108	3,3148	1,2800	,1232

There is not meaningful difference between groups in evaluation applying duty "To support the efforts to educate the students according to their interest, aim and ability" stated in Item 9. ($F=.395$, $p=.531$).

Duty applying level two groups average is found out in "partly" level with ($\bar{x} = 3.1$).

Table .16.

Duties stated in Item 10 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	2,410	2,410	1,256	,265
Among Groups	106	203,470	1,920		
Total	107	205,880			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,0515	1,3569	,1378
Administrator (2)	11	3,5455	1,6348	,4929
Total	108	3,1019	1,3871	,1335

There is not difference between groups in evaluation of applying level of the duty "To guide the related teachers to co-ordinate them in order not to give room for different activities that might cause level difference and to work education programs on their proper way" stated in Item 10. ($F=1.256$, $p=.265$). Two groups average is stated in "partly" level with ($\bar{x} = 3.1$).

Table .17.

Duties stated in Item 11 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups		3,471			
Among Groups	106	159,074	3,471	,000	,996
Total	107	159,074	1,501		

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	2,9072	1,2083	,1227
Administrator (2)	11	2,9091	1,3751	,4146
Total	108	2,9074	1,2193	,1173

There is not difference between groups in evaluation of applying level of the duty "To inform the precaution that should be taken for the *related* teachers to coordinate them in order not to give room for different activities that might cause level difference and to work education programs on their proper way" stated in Item 11. ($F \sim .000$, $p \sim .996$). Two groups average is in the *level* of partly with ($x \sim 2.90$)

Table .18.

Duties stated in Item 12 Applying Level Difference According to Teachers and

Administrators					
Source of Variance	S.O./	K.T./	K.O./	F/	p
Between Groups	1	1,553			
Among Groups	106	130,697	1,5531	1,259	,264
Total	107	132,250	1,233		

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	2,8763	1,1111	,1128
Administrator (2)	11	, 3,2727	1,1037	,3328
Total	108	2,9167	1,1117	,1070

There is not meaningful difference between groups in evaluation applying level of duty "To submit information to the ministry about level of necessary co-ordination for not causing level difference problem and working the education programs in a complete way." stated in Item 12. ($F=1.259$, $p=.264$).

Two groups average is in the level of "partly" with ($\bar{x}=2.91$).

Table .19.

Duties stated in Item 13 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D./	K.T./	K.O./	F/	p
Between Groups	1	,500	,500	,353	,554
Among Groups	106	150,167	1,417		
Total	107	150,667			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	2,8660	1,1870	,1205
Administrator (2)	11	3,0909	1,221 0	,3682
Total	108	2,8889	1,1866	,1142

There is not meaningful difference between groups in evaluation applying *level* of duty "To submit information to the ministry about *level* of necessary co-ordination for not causing *level* difference *problem* and working the education programs in a complete way." stated in Item 13 ($F=.353$, $p=.554$). Two groups average in the level of "partly" with ($\bar{x}=2.88$) is claimed.

Table .20.

Duties stated in Item 14 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	KO	F	p
Between Groups	1	,222	,222	,132	,717
Among Groups	106	177,852	1,678		
Total	107	178,074			

Group	N	Average	Std. Dev.	Std. Hata
Teacher (I)	97	2,5773	1,3216	,1342
Administrator (2)	11	2,7273	1,0090	,3042
Total	108	2,5926	1,2901	,1241

There is not a meaningful difference between groups in evaluation of applying level of duty "To guide in order to make the school area as a cultural area." stated in Item 14. ($F=.132$, $p=.717$). Two groups average is stated "rarely" applied With ($\bar{x}=2.59$).

Table .21.

Duties stated in Item 15 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,690	,690	,558	,457
Among Groups	106	130,977	1,236		
Total	107	131,667			

Group	N	Average	Std. Dev.	Std. Hata
Teacher (1)	97	3,0825	1,1243	,1142
Administrator (2)	11	2,8182	,9816	,2960
Total	108	3,055'6	1, 1093	,1067

There is no meaningful difference between groups in evaluation of applying duty "To investigate whether necessary planning and applying for the teachers and administrators." stated in Item 15. ($F=.558$, $p=.457$).

Two groups average is found out in the level of "partly" with ($x = 3.05$).

Table .22.

Duties stated in Item 16 Applying Level Difference According to Teachers and

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	1,680	1,680	.0:0	,921
Among Groups	106	181,835	1,715		
Total	107	181,852			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,0412	1,2984	,1318
Administrator (2)	11	3,0000	1,4142	,4264
Total	108	3,0370	1,3037	,1254

There is no meaningful difference in evaluation between groups in applying level of duty "To find abuse and not following the rules during inspection." in Item 16. ($F=.010$, $p=.921$). Two groups average is in the level of "partly" applied with ($x = 3.0$).

Table .23.

Duties stated in Item 17 Applying Level Difference According to Teachers and

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,313	,313	,209	,649
Among Groups	106	159,205	1,502		
Total	107	159,519			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,1856	1,2190	,1238
Administrator (2)	11	3,3636	1,2863	,3878
Total	108	3,2037	1,2210	,1175

There is no meaningful difference in evaluation between groups in applying level of duty "To inform ministry about abuse and not following the rules during inspection." stated in Item 17. ($F=.209$, $p=.649$). Two groups average is in the level of "partly" applied with ($\bar{x} = 3.20$).

Table .24.

Duties stated in Item 18 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	9,750	9,750	,072	,789
Among Groups	106	142,977	1,349		
Total	107	143,074			

Group	N	Average	Std. DEv.	Std. Fault
Teacher (1)	97	2,9175	1,1607	,1179
Administrator (2)	11	2,8182	1,1677	,3521
Total	108	2,9074	1,1563	,1113

There is no meaningful difference in evaluation between groups in applying level of duty "To research on subject related to National Education and Cultural Ministry in the country and abroad." states in Item 18. ($F=.072$, $p=.789$). Two groups average is in the level of "partly" applied with ($\bar{x} = 2.90$)

Table .25.

Duties stated in Item 19 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	6,326	6,326	,006	,941
Among Groups	106	120,244	1,134		
Total	107	120,250			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,7526	1,0707	,1087
Administrator ,(2)	11	3,7273	1,0090	,3042
Total	108	3,7500	1,0601	,1020

There is no meaningful difference in evaluation between groups in applying level of duty "To attend necessary meetings, conferences, seminars, professional studies when is considered necessary by the ministry." stated in Item 19 ($F=.006$, $p=.941$). Two groups average is in the level of "partly" applied with ($\bar{x} = 3.75$).

Table .26.

Duties stated in Item 20 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,154	,154	,107	,744
Among Groups	106	152,171	1,436		
Total	107	152,324			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,3299	1,1878	,1206
Administrator (2)	11	3,4545	1,2933	,3900
Total	108	3,3426	1,1931	,1148

There is no meaningful difference in evaluation between groups in applying level of duty "To examine on the problems causes applying regulations and education subject." stated in Item 20 ($F=.107$, $p=.744$).

Applying level of the duty is found in the level of "partly" with ($\bar{x} = 3.34$).

Table .27.

Duties stated in Item 21 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	,217	,217	,146	,703
Among Groups	106	157,080	1,482		
Total	107	157,296			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,3299	1,2138	,1232
Administrator (2)	11	3,1818	1,2505	,3770
Total	108	3,3148	1,2125	,1167

There is no meaningful difference in evaluation between groups in applying level of duty "To find the solutions for eliminating the faults and missing parts." stated in Item 21 ($F=.146$ $p=.703$) Applying level of the duty is found in the level of "partly" with ($\bar{x} = 3.31$).

Table .28.

Duties stated in Item 22 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	2,169	2,169	,000	,990
Among Groups	106	151,213	1,427		
Total	107	151,213			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,2680	1,1947	,1213
Administrator (2)	11	3,2727	1,1909	,3591
Total	108	3,2685	1,1888	,1144

There is no meaningful difference in evaluation between groups in applying level of duty "To identify precautions in order to follow the process on the way." stated in Item 22 ($F=.000$, $p=.990$). Applying level of the duty is found in the level of "partly" with ($\bar{x} = 3.26$).

Table .29.

Duties stated in Item 23 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	1,320	1,320	,010	,919
Among Groups	106	134,903	1,273		
Total	107	134,917			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,6907	1,1398	,1157
Administrator (2)	11	3,7273	1,0090	,3042
Total	108	3,6944	1,1229	,1081

There is no meaningful difference in evaluation between groups in applying level of duty "To inform the ministry his opinions with a report" stated in Item 23. ($F=.010$, $p=.919$). Applying level of the duty is found in the level of "occasionally" with ($\bar{x} = 3.69$).

Table .30.

Duties stated in Item 24 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	KO	F	p
Between Groups	1	,165	,165	,122	,727
Among Groups	106	143,501	1,354		
Total	107	143,667			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	3,4021	101785	,1197
Administrator [2]	11	3,2727	1,0090	,3042
Total	108	3,3889	1,1587	,1115

There is no meaningful difference in evaluation between groups in applying level of duty "To evaluate the personals' sufficiency, working and behaviour in schools and associations." stated in Item 24. ($F=.122$, $p=.727$). Two groups average is in the level of "partly" applying level with ($\bar{x} = 3.38$).

Table .31.

Duties stated in Item 25 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	6,720	6,720	,040	,842
Among Groups	106	179,340	1,692		
Total	107	179,407			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	2,9175	1,3360	,1356
Administrator (2)	11	3,0000	,8944	,2697
Total	108	2,9259	1,2949	,1246

There is no meaningful difference in evaluation between groups in applying level of duty "To help the personnel to motivate them and to work harder in the schools and institutions." stated in Item 25. ($F=.040$, $p=.842$). Two groups average is in the level of "partly" applying level with ($\bar{x} = 2.92$).

Table .32.

Duties stated in Item 26 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	P
Between Groups	1	,228	,228	,112	,738
Among Groups	106	214,772	2,026		
Total	107	215,000			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	2,4845	1,4585	,1481
Administrator (2)	11	2,6364	1,0269	,3096
Total	108	2,5000	1,4175	,1364

There is no meaningful difference in evaluation between groups in applying level of duty "To decide the person who deserve promotion in schools and institutions." stated in Item 26. ($F=.112$, $p=.738$). Two groups average is in the level of "rarely" applying level with ($\bar{x} = 2.50$).

Table .33.

Duties stated in Item 27 Applying Level Difference According to Teachers and

Administrators

Source of Variance	S.D.	K.T.	K.O.	F	P
Between Groups	1	3,532	3,532	2,542	,114
Among Groups	106	, 147,320	1,390		
Total	107	150,852			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	3,4021	1, 1960	,1214
Administrator (2)	11	4,0000	1,0000	,3015
Total	108	3,4630	1,1874	, 1143

There is no meaningful difference in evaluation between groups in applying level of duty "To submit the study results with report and regulations in 20 days after the inspection finished and suitable for the method to Inspection Committee Presidency." ($F=2.542$, $p=.14$). Two groups average is in the level of "partly" applying level with ($\bar{x}=3.46$).

Table .34.

Duties stated in Item 28 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.	F	p
Between Groups	1	1,665	1,665	1,131	,290
Among Groups	106	156,002	1,472		
Total	107	157,667			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	3,6804	1,2545	,1274
Administrator (2)	11	4,0909	,7006	,2113
Total	108	3,7222	1,2139	,1168

There is no meaningful difference in evaluation between groups in applying level of duty "To keep one copy of the documents sent them and reports that they wrote." stated in Item 28. ($F=1.131$, $p=.290$). Applying level of the duty is found in the level of "occasionally" with ($\bar{x}=3.72$).

Table .35.

Duties stated in Item 29 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D.	K.T.	K.O.1	Fi	P
Between Groups	1	9,567	9,567	,057	,812
Among Groups	106	178,821	1,687		
Total	107	178,917			

Group	N	Average.	Std. Dev.	Std. Fault
Teacher (1)	97	3,6289	1,3016	,1322
Administrator (2)	11	3,7273	1,2721	,3835
Total	108	3,6389	1,2931	,1244

There is no meaningful difference in evaluation between groups in applying level of duty "To keep a notebook to register the documents sent to them and reports that they wrote." stated in Item 29. ($F=.057$, $p=.812$). Applying level of the duty is found in the level of "occasionally" with ($\bar{x} = 3.63$).

Table .36.

Duties stated in Item 30 Applying Level Difference According to Teachers and Administrators

Source of Variance	S.D./	K.T./	K.ü./	Fi	p
Between Groups	1	,700	,700	,624	,431
Among Groups	106	118,930	1,122		
Total	107	119,630			

Group	N	Average	Std. Dev.	Std. Fault
Teacher (1)	97	3,8247	1,0705	,1087
Administrator (2)	11	, , 4,0909	,9439	,2846
Total	108	3,8519	1,0574	,1017

There is no meaningful difference in evaluation between groups in applying level of duty "To apply their other duties that are stated by rules, and regulations." states in Item 30. ($F=.624$, $p=.431$) Applying level of the duty is found in the level of "occasionally" with ($\bar{x} = 3.85$).

Findings And *Opinions* About Fifth Sub Problem

Three suggestion came from the participants to the question "What are the teachers' and administrators' opinions in order to apply the duty more effectively? These are "Inspectors should be chosen by objective criteria, inspection system should be updated and inspectors should join prior training in order to guide the teachers better." "These suggestions are right suggestions. The reason for not having less suggestion in questionnaire might be commented that participants do not have enough information about this topic.

PART IV

RESULT AND SUGGESTS

Results

1. According to the results "To guide in order to improve the studies that are on going to make the school environment as a cultural place" duty and "To decide the people who have enough qualification for upper degrees on their professions", these duties are not taken seriously in all groups.

It might be said that the inspectors are loaded lots of jobs, that's- way they dint have enough time to support these sorts of activities. In addition, teachers and administrators are not doing their duties in order solve some problems about promoting in their professions.

2. According to all groups "Doing other duties that are given by rules, regulations, conventions" doing duties (occasionally, $x = 3.85$) is the highest level that is taken seriously.

This duty that is known by its content is a bureaucratic duty. In general, teachers and administrators have the same idea as well. The inspectors have to do their jobs, because their duties are stated by regulations and rules. The variety of bureaucratic duties in regulations and rules might be the basis of this idea's coming out.

3. According to teachers "To decide the people who have enough qualification for upper degrees on their professions." This duty (rarely, $x = 2.48$) is the last one that is taken seriously. 'Reasons of not applying their duties might be

promoting has not objective criteria and in this duty, inspectors don't have enough authority.

4. According to teachers "Doing their other duties stated by rules, regulations" This duty (occasionally, $\bar{x} = 3.82$) is done in a highest level by the inspectors. This is bureaucratic duty is done by the all groups. It can be said that inspectors spend more time on this issue.

5. According to administrators "To decide the people who have enough qualification for upper degrees on their professions" This duty (partly, $x = 2.63$) is done in the lowest level. According to teachers this duty is done in the lowest as well. It might be said that inspectors are not effective on this duty is one of the reason of the problem.

6. According to administrators "To keep one copy of the reports that they prepared with sent data to them" This duty (occasionally, $x = 4.09$) is done by the inspectors in the highest level. In the duty, the routine that inspectors have to do is a bureaucratic duty. These can be understood from this:

Inspectors do their compulsory duty stated by the regulations or taken into consideration with a paper in a highest level. On the other hand, a duty that a paper is not wanted and needs more guide is not done by the inspectors.

Suggests

1. Education is compulsory to be organized by the government, because it is about the people and the society development. It is a social community word. This can be possible by continuing it perfectly, controlling every time and doing necessary changes, completing the missing parts. This process is controlling process. Because

of this reason, the importance of the education should be taken seriously, the system should have modern and stated by the rules and regulation as well.

2. After checking education system, defining present situation of inspection, personal qualifications of the inspectors who are going to be designated should be determined.

3. Inspectors should follow the improvement in education, and update their knowledge. About their duty (Cengiz. 1992:12), says that; "Duties that National Education Ministry Inspection Committee and Ministry Inspections are supposed to do are important, vital; and cannot be left. It is necessary that inspectors should be developed in order to do their duties effectively, and continuously according to the present conditions." Because of this reason, inspectors should be supported by involved seminars before, during and after their designation.

4. Inspectors should be encouraged to get their master and doctorate degrees as well.

5. The number of inspectors should be increased; necessary precaution should be taken in order to give enough time to their duty for on duty inspectors.

6. During inspection, inspections should cooperate with the teachers; they should take teachers' opinions into consideration.

7. Inspectors should take necessary precautions in order to make the school environment as a cultural center and support the actions to be done.

8. Inspectors spend more time for counseling and students development: modern inspection principles.

9. Inspectors' duties and authorities should be stated in detail and clearly: the papers that are used during inspections should be standardized.

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APPENDIXES

GENET. AÇIKLAMA

Değerli Meslektaşım,

Bu anket, KKTC Milli Eğitim ve Kültür Bakanlığı müfettişlerinin, görevlerini gerçekleştirme düzeyine ilişkin okul yöneticilerinin ve öğretmenlerin görüşlerini saptamak için hazırlanmıştır. Bu araçla toplanan veriler, sadece yukarıda belirtilen amaç için kullanılacak ve isme bağlı olarak kesinlikle açıklama yapılmayacaktır. Bu nedenle anket formunun herhangi bir yere isminizi yazmanız gerekmeyecektir.

Her soru cümlesi ile ilgili görüşünüzü belirtirken, cümleyi okuduktan sonra, cümlede belirtilen düşüncenin, sizin düşünce, görüş ve duygularınıza ne derecede uygun olduğuna karar vererek, ankette yer alan 'Hiç', 'Pek Az', 'Kısmen', 'Çoğunluklu', 'Tamamen' seçeneklerinden birini işaretleyiniz.

Her soru için uygun gördüğünüz seçeneğin altına isabet eden '()' işaretinin içine 'X' işareti koymanız yeterlidir.

Lütfen hiçbir soruyu cevapsız bırakmayınız

İhşierdiğiniz ilgi ve değerli katkılarınızdan dolayı, T[ŞLJS:_,:lm EDER saygılarımı sunarım

Nadir KARİK

Yakın Doğu Üniversitesi

Eğitim Yönetimi ve Değerlendirme Bölümü

Yüksek Lisans (Yönetim)

Hu holumdck i xorulard«, durumunuza uyan seçeneğin önündeki parantezin içine 'X', işareti
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İl iline, Yaptığınız işlemleri

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() 1. İlgilidir () 2. İlgilidir () 3. İlgilidir Yardımcıdır

İl iline (VCI) iline

() 1. İl () 2. İl

İl iline

() 1. 21-25 Yıl () 2. 26-30 Yıl () 3. 31-35 Yıl () 4. 36-40 Yıl () 5. 41 ve üstü

İl iline kiderim/

() 1. 5 Yıl ve daha az () 2. 6-10 Yıl () 3. 11-15 Yıl () 4. 16-20 Yıl () 5. 21-25 Yıl () 6. 26 ve üstü

İl iline durumu

() 1. İl () 2. İl () 3. İl () 4. İl () 5. İl

İl iline Sıklıkla

() 1. 1-2 Kez () 2. 3-4 Kez () 3. 5-6 Kez () 4. 7-9 Kez () 5. 10 ve üstü

İl iline Sıklıkla

() 1. İl () 2. İl () 3. İl () 4. İl () 5. İl

() 1. İl () 2. İl () 3. İl () 4. İl () 5. İl

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ANKET FORMU

İ-TC N'İLLİ E'GİTİM VE KİLTÜ İT B'A,~ N,t.JG[FİTİŞEERİNİN GÖREVLERİNİ GERÇEKLEŞTİRMİŞ DÜZEYLERİ

- | | 1 | 2 | 3 | 4 | 5 |
|--|-----|-----|-----|-----|-----|
| 1. Okullarda milli kültürümüzün yaşan iması birlik ve beraberliğin devamı yönünde alınması gerekli önlemlere ilişkin inceleme ve araştırmalar yapmak. | () | () | () | () | () |
| 2. Okullarda öğrencilerin ahlak disiplini içerisinde müspet anlayışlı, çalışkan, hoşgörülü, Karakter sahibi ve yararlı yurttaşlar olarak yetiştirilmeleri yönünde alınması gerekli önlemlere ilişkin değerlendirmede inceleme ve araştırmalar yapmak. | () | () | () | () | () |
| 3. Bakanlık teşkilatının her türlü faaliyet ve işlemlerini incelemek. | () | () | () | () | () |
| 4. Bakanlık teşkilatının her türlü faaliyet ve işlemlerini denetlemek. | () | () | () | () | () |
| Denetimler sırasında tespit edilen yanlışlıkların, eksikliklerin ve mevcut aksaklıkların giderilmesi için gerekli tedbirleri aldirmek. | () | () | () | () | () |
| 5. Bakanlık kurum ve kuruluşlarının KİTC rvliliği Lgittiririni umaclaruu gerçek leştirmek için yaptıkları çalışmalar ile etkililiklerin veterililik durumları araştırmak. | () | () | () | () | () |
| Hclir ilcn ntıksanlıklarlı ilgili olarak mevzuata dayalı, ilklumalmla görevlilerin iş ha~ıll(hı yetiştirilmeler: ne l.aıkrda buluum.rı, | () | () | () | () | () |
| ()~!Jl'.III.'Jlett\ kkTC' Mıfı [gıl mmmı amaç vt: ilkeleri doQrılımsııd,ı vcusurılm« derecelerini hetirleme«. | () | () | () | () | () |
| 6. İlgili kurum ilgi, istek, ilgi ve becerileri yönünde vcusurılmctcr: ve geliştirilmeleri lylll gerck li l;:lh,ıllıı) ~osıı: rılııı: sıııdesteklemek | () | () | () | () | () |
| 10. (ıgı:ııııı programlarının bütünlük içcrisiıdc islerimex: ve scırvı lırk lıhklunna sebep oluhılccck degı)ıık uvgulırnıılara ver veri lmernesı ıcuı ilgili ıı reunenler arusuıılı gerekli kuordınasyon un s.ıgılanııı d zevı ne ılışkı n rehberı ılıte bulunmak .. | () | () | () | () | () |

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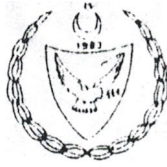
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	Yeterli mamen	Yeterli mamen	Yeterli mamen	Yeterli mamen	Yeterli mamen
1. Düşüncelerini bir raporla bakanlığa bildirmek.	()	()	()	()	()
2. Okul ve kurumlardaki görevlilerin yeterlik, çalışına ve davranışlarını değerlendirmek.	()	()	()	()	()
3. Okul ve kurumlardaki görevlilerin başarılarını ve moral güçlerini artırıcı yardımlarda bulunmak.	()	()	()	()	()
Okul ve kurumlardaki çalışanların üst görevlere layık olanlarını belirlemek.	()	()	()	()	()
Çalışına sonuçlarını rapor ve fezleke ile işin bitiminden itibaren 10 gün içinde ve usulüne uygun olarak Teftiş Kurulu Başkanlığına sunmak.	()	()	()	()	()
Kendilerine görevi vazifeleri düzenledikleri rapor ve vazifeleri birer örneklerin: sunmak	()	()	()	()	()
Kendilerine görevi vazifeleri düzenledikleri rapor ve vazifeleri birer örneklerin: sunmak	()	()	()	()	()
Okul ve kurumlardaki çalışanların üst görevlere layık olanlarını belirlemek.	()	()	()	()	()

Müfettişlerin Görevlerini Daha Etkin Çerçeldestirilmesi İçin
Önceliklerinizi, Aşağıdaki Biilüme Yazınız.



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
CEMEL ORTAOKULU DAİRESİ MÜDÜRLÜĞÜ

S;I\i: C.O.).1> 1-'0/200-''\

08.04.:2003

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Müdür

 $\langle \cdot \rangle_{\text{BF}}$

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$$1 \leq j \leq n-1, 1 \leq k \leq n,$$

