

Full Length Research Paper

Evaluation of elementary school inspectors' occupational helps and guidance to teachers about new curriculum

Haci Ismail Arslantas

Department of Educational Sciences, Muallim Rifat Faculty of Education, Kilis 7 Aralik University Turkey.
E-mail: arslantasismail@yahoo.com. Tel: +90 348 814 2666 Ex: 1220.

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In this research, ministry inspectors' occupational helps and guidance to the teachers regarding a new primary school curriculum's implementation were assessed. For this purpose, a semi-structured questionnaire has been developed to gather data. It was applied to the teachers working in the Ministry of National Education owned and operated public schools by the researcher. The data was interpreted by analyzing frequencies and percentages information. According to the results, ministry inspectors' occupational help and guidance to the teachers about the new curriculum's implementation are insufficient.

Key words: Elementary inspectors, occupational help, guidance, new curriculum implementation.

INTRODUCTION

Education is a process that improves the personality of a person in different areas such as knowledge, skills, understanding attitude, character, and positive behaviors in the society. There are many functions of education such as social, personal, economic, political, and cultural for both individuals and society. For individuals, it is to reveal the potential of the individual and to make them reach a higher standard of life. For society, the function of education is to improve the society and to increase the level of welfare. Change is a phenomenon that encompasses all spheres of life. This change is one of the most important tools for education. According to Ergun (2003), reform is necessary to keep up with the requirements of the changing world, public life, and to be able to use education more efficiently to solve problems. Education is one of the areas that lots of reforms are performed.

The first education reform effort in Turkey, in other words, the efforts to develop a new education program began in 1924. Additional efforts for curriculum development in 1926, 1936, 1948, 1962, 1968, and 1984 were done as a result of the understanding that, they were not

sufficient enough according to developments both in Turkey and around the world. The efforts have been continued to search for the program development (Ozden, 1999). The latest program change in Turkey in 1990 was based on a protocol signed between Turkey and the World Bank. This National Education Development Project aimed at increasing the quality of primary and secondary education, enhancing the quality of teacher education, and developing new educational management strategies.

Today, in our country especially some fairly comprehensive changes in social life and social systems are necessary in order to adjust the European Union, which is a new political, economic, and cultural formation, making structural arrangements in the stages of education and in accordance with the regulations, there has been the need for the development of education programs (EPODR, 2005; EPO, 2005). As a result of all the requirements earlier stated, Turkish, Mathematics, Science and Technology, Social Studies programs, which would be taught in the grades from 1 to 5 in primary

schools, to be implemented from academic year of 2005 to 2006 was adopted on July 12, 2004 (Yildirim, 2008). With the initiatives in this direction, it was tried to develop an understanding based on multiple causes and multiple outcomes rather than uniform logic, that constitutes the intellectual foundation of our educational system. In this context, from the understanding of a theoretical background of our education program, which is based on solid behavior, to enter into a conversion, including a constructivist understanding and designed to perform this transformation (MNE, 2005) focused on understanding the adoption of constructivist learning approaches such as multiple intelligences and active learning (Gunes, 2004).

So far today, the major learning theories of the behavioral approaches are "Pavlov's classical conditioning," "Watson and Guthrie's contiguity theory," "Thorndike's bond theory," "Skinner's operant conditioning theory," and "Hull's systematic theory of behavior" (Senturk, 2007). According to the behavioral approach, knowledge is a phenomenon existing in the universe. If this knowledge is taught to a student and becomes a behavior, then it is considered as learned. There is no need to deal with the production of the knowledge and someone already teaches the existing knowledge (Turhan, 2005). According to the methods of this theory, known as "traditional teaching," stereotypical knowledge is transferred to students with strict curriculum in a teacher-centered learning environment. Individuals study alone and the evaluation is result based (Gurol, 2002; Tezci and Dikici, 2003). As a result, students are "unable to apply their information and proceduralized skills to real-world situations" (Gredler, 1997: 57)

Contemporary learning theories are based on cognitive approach that defines learning, and they are "Constructivist learning theory," "Gestalt theory of learning," and "Information processing theory" (Senturk, 2007). It would be more accurate to interpret Constructivist approach as knowledge/learning theory rather than a theory of knowledge (Hosgorur, 2002).

The constructivist theory deals with knowledge, the nature of the knowledge, how we know, the process of knowledge construction, and what affects this process (Acikgoz, 2005). Thomas and David (1992) assert that "meaning is imposed on the world by us, rather than existing in the world independently of us. There are many ways to structure the world, and there are many meanings or perspectives for any event or concept. Thus, there is not a correct meaning that we are striving for" (p. 3).

Together with the constructivism, for the first time since the 1940s, an international comparative total change has been projected in Turkey. Not only teaching, but also education was emphasized. It was adjusted for the eight-year uninterrupted elementary education. The European

Union's and international norms of education were taken into account while it was being created. Sports culture, health, environment, guidance, career, entrepreneurship, and disaster awareness were placed on the backbone of the program with an interdisciplinary approach. Knowledge, skills, understanding, and attitudes were put into the program instead of the expression of superficial behaviors.

The principle of mutual causality was pro-posed rather than dominant-linear thinking. The creation of awareness and consciousness of Turkish language and history were among the main objectives of the program. In constructivism, the interaction between student and teacher, who is the vital element of education programs, is extremely important. In traditional approaches, the teacher is the source of the knowledge, the transmitter, and the person, who makes assessment. Because of this, teacher is compelling, restrictive, and oppressive (Tezci and Dikici, 2003). On the other hand, in constructivism, "learners do not just take in and store up given information. They make tentative interpretations of experience and go on to elaborate and test those interpretations" (Perkins, 1992: 49).

New teaching program attributed new roles to teachers such as "environment regulator", "router" and "facilitator" instead of "instructor". The main role of the teacher is to organize the teaching and learning environment and to guide students in activities. Teacher is also given other responsibilities such as providing collaboration, helping students, facilitating learning, self-developing, planning, routing, valuing individual differences, and providing health and safety (Askar et al., 2005). The teacher, whose role has been changed with the new curriculum, should know his/her new role in the program very well. The responsibility of the training of qualified teachers in implementing the program belongs, especially, to the teacher training institutions. It's important for teachers to renew themselves for the program which was the result of scientific, technological, and social developments and it is necessary to educate in-service teachers to make them recognize, evaluate, and implement the program better. The researches (Can, 2004a; Demirel, 1998; Terzi, 2002) made for the development of teaching profession states that, to have better education and better schools, occupational or professional education is necessary. Teachers, who have a better occupational education, can provide a positive learning condition to their students. For qualified teachers and quality teaching, it is important to provide teachers continuous support for professional development. For this reason, in-service training programs, inspectors' guidance, occupational benefits are needed in order to have teachers with qualifications prescribed for the new curriculum.

One of the sources for teachers to receive professional guidance and help is the ministry inspectors. The most

important aspect of inspection in primary education is professional assistance and guidance of teachers. As a result of the need of providing continuous renewal and improvement in education, the importance of inspection services is increasing. Duties of inspectors in primary education can be, as stated in the regulations, categorized in four areas:

1. Review–research,
2. Institution and course inspection,
3. Investigation, and
4. Guidance-professional help and education (Taymaz, 2002: 47).

Among the duties of inspectors in primary education are guidance and professional assistance, which consist of assistance to teachers to adapt to their environment (Korkmaz and Ozdogan, 2005). In ministry inspectors' regulations, we see that inspection and auditing come to the fore. Even, the audit in practice is perceived as if it is the foremost and most important task of the ministry inspectors.

However, professional assistance and guidance have not been fulfilled by the inspectors or they could not have enough time to do it. According to Aydin (2000), the inspection applications in Turkish National Education System are largely about conservation of the existing structure, guideline provider, and a kind of investigation-management mixture in nature. Teachers are supporting this view and state that inspectors mostly work on review, investigation and audit, not on guidance. Although, it is not high as teachers' view, it is also shared with supervisors. According to the teachers, inspectors take the regulations and theory as basics and there are not enough inspectors, as a result, they could not spend enough time with teachers (Can, 2004b).

Ministry of Education has worked to reflect the changes and diversity in the field of education to the programs and revised the curriculum by considering the contemporary criteria since 2004. Changed programs and developments in the world, naturally, attributed the different tasks to education managers and inspectors. The success of the new programs requires innovative leadership that supports the application process and increases the momentum of change (Rençber, 2008). In order to achieve the desired outcomes from the new curriculum, introduced to the 1st level of primary education (1, 2, 3, 4, 5th grades) in the academic year of 2004 to 2005 and to 2nd level of primary education (6, 7, and 8th grades) in the academic year of 2005 to 2006, the teachers, who are the practitioners, must have an in-service education. In this context, ministry inspectors have an important duty because one of the basic tasks of the inspectors in primary education is to provide occupational guidance and assistance to teachers. This guidance and

occupational help includes educational programs and planning. This study was conducted to evaluate ministry inspectors' guidance and professional assistance to teachers about the new primary education curriculum by a questionnaire developed by the researcher.

Objectives of the study

The purpose of this study was to evaluate adequacy of the professional guidance and services provided to teachers by ministry inspectors in the implementation of the renewed primary education curriculum. For this purpose, the following questions guided the study:

1. How do teachers perceive the guidance and professional assistance of ministry inspectors on understanding the basic philosophy of the new primary education program?
2. How do teachers perceive the ministry inspectors' guidance and professional assistance about "the new curriculum's objectives, contents, teaching-learning experiences, and evaluation techniques"?
3. How do teachers perceive ministry inspectors' professional help and guidance about "how to guide students according to the new curriculum"?
4. How do teachers perceive the ministry inspectors' guidance and professional assistance about "classroom management" according to a new curriculum?
5. How do teachers perceive the ministry inspectors' the guidance and professional assistance about "activities, their selection, and using appropriate materials for the activities" according to the new curriculum?
6. How do teachers perceive the ministry inspectors' the guidance and professional assistance about "modern assessment techniques such as performance, assignments, project assignments, and portfolio assessment"?
7. How do teachers perceive the ministry inspectors' the guidance and professional assistance about "preparation and implementation of social activities and club activities"?

METHODOLOGY

The method of this research is "descriptive-survey" and it has a scanning model in nature. According to Merriam (2001), qualitative research in education, simply "seek to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved" (p. 11). Based on the opinions of teachers, it was attempted to assess the effectiveness of activities of guidance and professional helps about the new curriculum that ministry inspectors provided to teachers working in the primary schools.

While the research was being conducted, the following were made, the literature has been scanned for the new curriculum and ministry inspectors' guidance and occupational help to the teachers. Based on literature review, a semi-structured, eight-item questionnaire was developed to be applied to the teachers in primary

Table 1. Teachers' views about the guidance and professional assistance of ministry inspectors about understanding the basic philosophy of the new primary education program.

Teachers' views	(N)	(%)
Yes, it was provided	11	18
It was provided, but not enough	21	35
Never provided	28	47
Total	60	100

schools. In the questionnaire form, necessary arrangements were made after expert opinions had been received. Later, the researcher himself went to the schools and available teachers, filled up the questionnaire in their break time. The semi-structured questionnaire consisted of the following items:

1. What do you think about the ministry inspectors' guidance and professional help about understanding the basic philosophy of the new primary education program?
2. What do you think about the ministry inspectors' guidance and professional help about the new curriculum's objectives, contents, teaching-learning experiences, and evaluation methods?
3. What do you think about the ministry inspectors' guidance and professional help about how to guide students according to the new curriculum?
4. What do you think about the ministry inspectors' guidance and professional help about classroom management according to a new curriculum?
5. What do you think about the ministry inspectors' guidance and professional help about the activities, their selection, and using appropriate materials for the activities?
6. What do you think about the ministry inspectors' guidance and professional help about the modern assessment techniques such as performance assignments, project assignments, and a portfolio assessment?
7. What do you think about the ministry inspectors' guidance and professional help about the preparation and implementation of social and club activities?
8. Is there anything you wish to add other than these questions?

Recorded teacher comments were divided into three groups according to their response and opinions, from positive to negative. The three groups are:

1. "Yes, it was provided"
2. "It was provided, but not enough"
3. "Never provided"

When the quotes were added to this report, in order not to give personal information or any other identifiers, the participants were coded as "Teacher A," "Teacher B," "Teacher C," and such.

Participants

The participants of this research were selected from the Ministry of National Education (MNE) owned and operated public schools in 2008 to 2009 academic year in Kilis, a city on the Southeastern part of Turkey with the population of 80,000. The total classroom population of all the participants was more than 2,000 students,

including branch teachers'. 60 teachers were randomly selected. The data were tabulated using frequency and percentage calculations. Then, they were decoded and interpreted.

RESULTS AND INTERPRETATION

After reading and examining the views of teachers on the questionnaire forms, the groupings were formed by bringing together the similar answers. Teachers' answers to the questions were collected in three categories:

- a) No guidance was provided
- b) Guidance provided, but not enough
- c) Sufficient guidance was provided.

Teachers' opinions were sorted into three groups. The data of the sub-problems, stated in the purpose of the study, was arranged as tables. The results were interpreted by comparing the findings of other studies in the field. The research finding for each sub-problem was been written into a table and comments were made under each table.

Sub-problem 1

How do teachers perceive the guidance and professional assistance of ministry inspectors about understanding the basic philosophy of the new primary education program?

When Table 1 is examined, it can be seen that 18% of teachers find the guidance and professional assistance of ministry inspectors about understanding the basic philosophy of the new primary education program 'enough', 35% of teachers find it 'not enough'. 47% of them stated that they 'took no guidance'. Teachers' opinions about this problem are given below in the order of the following categories: "it was provided," "it was provided, but not enough," and "never provided":

"They emphasized that the basic philosophy of the new primary education program is constructivism and it means that, students are on the center and teacher is only a guide. They answered our questions about this. I find their guidance enough (Teacher A)".

"Guidance was made as a group in teachers' room. They told us that constructivism was the basic philosophy of the new primary education curriculum and teacher should be a guide for students to access the information but they never talked about the details. In my mind there is still uncertainty about how the teacher would be a guide (Teacher B)". "Inspectors have never mentioned this issue, neither do they come to inspect nor for guidance, are they only interested in inspection. I have learned it by searching on the net by myself (Teacher C)".

Table 2. Teachers' views about the guidance and professional assistance of ministry inspectors about the new primary school program's objectives, contents, teaching-learning experiences, and evaluation methods.

Teachers' views	(N)	(%)
Yes, it was provided	9	15
It was provided, but not enough	15	25
Never provided	36	60
Total	60	100

Table 3. Teachers' views about the guidance and professional assistance of ministry inspectors about guiding students according to the new curriculum.

Teachers' views	(N)	(%)
Yes, it was provided	8	13
It was provided, but not enough	12	20
Never provided	40	67
Total	60	100

Sub-problem 2

How do teachers perceive the guidance and professional assistance of ministry inspectors about the new primary school program's objectives, content, teaching-learning experiences, and evaluation methods?

In Table 2, frequencies and percentages show that while 9 teachers (15%) find the guidance and professional assistance 'adequate', 15 teachers (25%) find it 'inadequate'. 36 teachers (60%) who filled out the questionnaire form stated that, they had 'no guidance'. It is understood from the data that ministry inspectors could not provide sufficient guidance to the teachers about the elements of the new curriculum. Most of the teachers who said the guidance provided on this issue reported that, the guidance was mostly about measurement and evaluation as the following quotes show:

"I have taken the guidance during inspection. Inspector mentioned about the contents and changes of objectives in my field and gave information about the course. He answered my questions about the measurement tools. I think that I have got enough guidance (Teacher D)".

"The changes in measurement and evaluation were mentioned. The inspector said that now there was not only the written exam but also other alternative measuring tools. He tried to explain these tools but I can't say the guidance was enough (Teacher E)".

"I have not received any guidance on this subject. When

Inspectors come to our school they only attend my class and look at my files (Teacher F)".

Sub-problem 3

How do teachers perceive the guidance and professional assistance of ministry inspectors about "How to guide students" according to the new curriculum?

According to Table 3, 13% of teachers find the guidance and professional assistance of ministry inspectors about guiding students according to new primary education program 'enough', 20% of teachers find it 'not enough'. 67% of them stated that they have got 'no guidance'. Teachers' opinions about this problem are given shortly in the order of following categories: "it was provided," "it was provided, but not enough," and "never provided":

"Inspectors said that we should guide students based on their interests and needs. They mentioned the occupational, educational, and personal guidance (Teacher E)."

"They only talked about guidance of students and occupational guidance. I can't say that they made adequate guidance (Teacher G)."

"We get help from our school counselor on this subject. I haven't taken any guidance from inspectors (Teacher F)."

As it can be understood from Table 3, ministry inspectors did not provide enough occupational help to the teachers about guiding their students according to the new curriculum, which is student-centered, and it is the basis of Constructivist ideals.

Sub-problem 4

How do teachers perceive the guidance and professional assistance of ministry inspectors about classroom management according to the new curriculum?

According to Table 4, 17% of teachers find think that they did 'not get enough' guidance and professional assistance from ministry inspectors about classroom management stated in the new curriculum. Although 23% of them find it 'not enough', a very large number of teachers (60%) state that they 'have not been provided the guidance'. The following teachers' quotes show their opinions very clearly: "They said that classroom had to be a democratic environment and we should allow students to tell their ideas clearly and freely. I think it's an adequate guidance (Teacher H)". "They talked about the reward and punishment issues but they did not tell much about the classroom management that constructivism

Table 4. Teachers' views about the guidance and professional assistance of ministry inspectors about classroom management according to new curriculum.

Teachers' views	(N)	(%)
Yes, it was provided	10	17
It was provided, but not enough	14	23
Never provided	36	60
Total	60	100

Table 5. Teachers' views about the guidance and professional assistance of ministry inspectors about the activities, their selection, and using appropriate materials for these activities.

Teachers' views	(N)	(%)
Yes, it was provided	24	40
It was provided, but not enough	16	27
Never provided	20	33
Total	60	100

Table 6. Teachers' views about the guidance and professional assistance of ministry inspectors about the modern assessment techniques such as performance assignments, project assignments, and portfolio.

Teachers' views	(N)	(%)
Yes, it was provided	26	43
It was provided, but not enough	20	33
Never provided	14	24
Total	60	100

requires (Teacher I)".

"I think the inspectors also inadequate in this regard. I have not received any guidance on this subject (Teacher K)".

Sub-problem 5

How do teachers perceive the guidance and professional assistance of ministry inspectors about the activities, their selection, and using appropriate materials for these activities?

When Table 5 is examined, it can be understood that 40% of teachers think that, the guidance and professional assistance of ministry inspectors about the activities, their selection, and using appropriate materials for these activities were 'enough'. 27% of teachers find it 'not

enough', and 33% of them expressed that they took 'no guidance'. Teachers' opinions about this problem are given below in the order of following categories: "It was provided," "it was provided, but not enough," and "never provided":

"I think that the area the teachers need most help is designing activities and inspectors are aware of this. I asked questions about how to do the activities, materials to be used and duration of the activities. I believe that I received adequate guidance with the answers to my questions (Teacher B)".

"Inspector who came for guidance told me that we should do activities and keep a portfolio. He didn't talk about the activities in detail (Teacher L)".

"I have been teacher for a few years now and not only about the activities but also I haven't received any guidance. I can say that I need guidance especially about activities (Teacher M)".

Sub-problem 6

How do teachers perceive the guidance and professional assistance of ministry inspectors about the modern assessment techniques such as performance assignments, project assignments, and portfolio assessment?

According to Table 6, for the guidance and professional assistance of ministry inspectors about the modern assessment techniques such as performance assignments, project assignments, and portfolio assessments, 43% of teachers find it 'enough' and 33% of teachers find it 'not enough'. The percentage of teachers who stated that they have 'never received' guidance is 24. The following quotes can be examples of teachers' views about ministry inspectors' guidance and professional assistance about modern assessment techniques, that should be used in teaching and learning process as stated in constructivist based new curriculum:

"The most important innovation of the new primary education program is contemporary assessment methods. I think the inspectors especially should provide guidance on this issue. Inspectors, who came to our school, stressed this issue. They told it in details. I think it was very good (Teacher N)".

"The inspector, who was checking me, talked something about performance assignments and project assignments. I think it was not an adequate guidance because I have learned something about it from the Internet by myself, and from my friends (Teacher B)".

"I have not received any guidance from inspectors. I try to learn by searching but I believe that I still have deficiencies about it (Teacher F)".

Table 7. Teachers' views about the guidance and professional assistance of ministry inspectors about the preparation and implementation of social and club activities.

Teachers' views	(N)	(%)
Yes, it was provided	5	12
It was provided, but not enough	13	22
Never provided	42	66
Total	60	100

Sub-problem 7

How do teachers perceive the guidance and professional assistance of ministry inspectors about the preparation and implementation of social and club activities?

When Table 7 is examined, it can be understood that, about the guidance and professional assistance of ministry inspectors about the preparation and implementation of social and club activities, 12% of teachers find it 'enough', 22% of teachers find it 'not enough', and 66% of them state that they received 'no guidance'. Teachers' opinions about this problem are given below in the order of the following categories: "It was provided," "it was provided, but not enough," and "never provided":

"They said that students are active in constructivism, in social activities or club activities students should take part in actively. They also mentioned that social activities should meet students' interest and needs. They answered our questions. I think the guidance was adequate (Teacher D)".

"I have received a little guidance during inspection. The inspector looked at the file of club activities and suggested something about what I should do for social and club activities (Teacher O)".

Conclusions

The results of the research indicate that, the ministry inspectors could not perform the role of guidance and professional assistance as expected. According to the respondents of this study, ministry inspectors have achieved the role of professional assistance and guidance "inadequately" in terms of the stated seven different dimensions. The perceptions of the teachers show that, inspectors have mostly helped them about activities, their selection, using appropriate materials for these activities, and the modern assessment techniques. 40% of the teachers who took part in this study answered the question, "What do you think about the ministry inspectors' guidance and professional help about the activities, their selection, and using appropriate materials

for these activities?" as "yes, they did it adequately" and again 43% of teachers answered the question, "What do you think about the ministry inspectors' guidance and professional help about the modern assessment techniques such as performance assignments, project assignments, and portfolio assessment?" as "Yes, they did it adequately".

According to the participants of this research, ministry inspectors provided minimum professional assistance and guidance about teachers' role on guiding students and social club activities. While 67% of teachers responded to the question, as stated in the third item, "What do you think about the ministry inspectors' guidance and professional help about how to guide students according to the new curriculum?" as "No, they did not do it adequately," 60% of teachers responded to "What do you think about the ministry inspectors' guidance and professional help about the preparation and implementation of social and club activities?" as "No, I do not find it adequate". It was also found from the perceptions of the teachers that inspectors did not make enough guidance and professional assistance about the philosophy of the new curriculum, its objectives, contents, teaching-learning experiences, assessment methods, and classroom management methods, which are main elements of new program because the questions related to these areas were responded positively only by 15% of the participants, who think they got adequate guidance and professional assistance.

One of the issues that teachers complain about is divergence of opinion among ministry inspectors. For example, a teacher who met two different inspectors got different information about the same subject. This quotation from that teacher clearly tells us the situation: "I asked a question about the modern assessment to the inspector and the answer was satisfying. But the other day at the general meeting with the inspectors held in the teachers' room, a friend of mine asked the same question to another inspector but he answered it in a completely different way and I got confused. Then I searched on the Internet and learned the correct answer." This and similar occasions hinder the confidence of teachers on ministry inspectors. So, there must be an agreement among inspectors' views about the philosophy, activities, and assessment techniques of the new curriculum. The other issue that teachers complain about is that, inspectors visit the school only for 'inspection' not for the guidance. Teachers think that inspectors do not have time to guide all teachers. They have limited time and they use it mostly for 'inspection' because they have only an hour for each teacher. Most of the teachers stated that they cannot get the adequate guidance and cannot ask the questions they have. Moreover, in some schools we visited, teachers complained that inspectors had come to their school only in the seminar period and that was why

they have waited for an inspector to ask the questions about the program for a year and half. This quote clearly tells us the teacher's view:

"I have been a teacher for a year and half at this school but I have not met any inspectors because this year the inspectors have not come to our school. Last year they came in the seminar period and they neither guide nor inspect us, they only dealt with school management. As a result I have not taken advantage of the inspectors".

Branch teachers also complained that most of the inspectors were originally primary school teachers and they do not have enough information about specific fields, so the branch teachers cannot get adequate professional assistance and guidance from them especially teachers of English language and information technology.

It also should be understood from this study and other similar studies (Arslantas, 2007; Sinkinson, 2004; Unal, 1999) that ministry inspectors cannot make adequate guidance and professional assistance to the teachers because of different reasons. It is only possible to get the expected results from the new implemented program when the teachers, who are the implementer of the program, should be inserted on-the-job-training or should get adequate guidance. It is obvious, according to the results of this study that, teachers cannot get adequate assistance about the new curriculum.

SUGGESTIONS

1. The inspector assistants should be trained according to the constructivist curriculum and primary school inspectors should be taken into an in-service-training program about the new curriculum. The training program of the inspector assistants should include some courses related to the stages of new curriculum and as a result the inspectors can be expected to guide teachers about new constructivist curriculum better. In this regard, they should cooperate with universities, especially Department of Educational Sciences in the Faculty of Education.
2. While selecting ministry inspectors, secondary school teachers should be taken into consideration and more branch inspectors should be trained; because almost all in-service inspectors were originally primary school teachers, not branch teachers; this situation causes problems while providing the occupational help and guidance to the field-specific subjects.
3. The number and duration of visits of ministry inspectors for guidance to teachers should be increased. It is expected that, if the duration of visits is increased, the sharing of information between the inspector and teachers will increase, and perhaps the inspector would have to teach a lesson to the teachers about the new

curriculum.

4. According to the number of in-service ministry inspectors and teachers, the inspector-to-teacher ratio is very high. The number of teachers per inspector responsible is even far above the number required by the regulation. In order to increase teacher-inspector ratio to a reasonable level, adequate numbers of inspectors should be trained by taking into account the branch teachers of the secondary schools.

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