

Full Length Research Paper

The problems that the classroom teachers working in villages and county towns confront in educational inspection and their opinions concerning the effect of these problems on their performance

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The purpose of this research is to establish that the problems of education supervision of the class teachers working in the village and township centre in Denizli and their opinions about these problems affect their performance. 321 class teachers working in official primary schools in townships of Denizli and 272 class teachers working in official primary schools in villages of Denizli are chosen with rational cluster sampling method in order to apply data collection tool. Being confronted with the degree of confronting the problem, Alpha consistency coefficient is 0.89 and the effect of problem on performance is 0.91. The most important of the all problems of education supervision of the class teachers working in the village and township centre is: "I abstain from saying to the supervisors my attributes that must be improved professionally".

Key words: Class teachers, education supervision, problem, performance, effect.

INTRODUCTION

Inspection is a management process of high importance. In all organizations it is an executive obligation to know what employees do, to what extent goal-directed actions are realized and how the works are conducted. The descriptions with regard to inspection are done as such: Inspection is a process of observing the improvements in a working organization in terms of expediency and a process of taking due precautions. Inspection is one of the control tools to ensure service is delivered in a most effective and efficient manner. Further, by observing the current process, management may be able to identify potential improvement. An audit is a process of controlling human behaviors for the public and institution weal. Educational inspection is a process of controlling

the behaviors of each member of the system for the public and organization weal in order to protect and perpetuate system of education. Educational inspection is a school function that improves the education through direct assistance to teachers, curriculum development, improving the educator and group development. The purpose of the inspection is to determine the implementation degree of the organizational purpose and to take due precautions in time. The purpose of the modern educational inspection is described as the evaluation process by handling all the factors that affect teaching and learning and taking due precautions for optimization (Karagözoğlu, 1972; Taymaz; 1984; Başar, 2000; Bursalıoğlu, 2001).

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To understand whether the individuals trained in the system of education are expedient for public purposes, teaching-learning process should be kept under control. The inspection activities will help develop the system by recovering its defects and finding the method appropriate for educational aims. Educational institutions bring up individuals suitable for the purposes and qualifications determined. Institutional evaluation and inspection are required in order to ascertain the degree of the success neutrally. Inspection involves observation of evaluation activities continuously in a school. Sometimes, the inspectors themselves will join the evaluation for the activities, as the teachers evaluate their teaching ability and the effectiveness of school program. Modern inspection at the same time tends to determine whether the applications and planning accomplish the objective, if any, to make up for deficiencies and deviations; and besides it tends to determine the strategies with reference to ensuring continuous development for the institution and personnel. It can be obtained through efficient and continuous inspection to get desired performance from the activities, to ensure expected benefit and progress and to sustain the activities successfully.

The inspectors are the greatest support for teachers to improve themselves and their on-the job training. Their demeanors may pose great problem, as well. The inspector should pay respect and treat the teachers the way he expects to be treated and respected. The principal must be taken into consideration. The inspector inspects a technical process which includes all the vocational guidance and support service that enable the teachers to enhance the productivity of education activities. Many authors, such Taşar (2000), Balaban (2006), Uyanık (2007), Kunduz (2007) and Taşdan (2008) Demirtaş (2000), Özdemir (2000) Memişoğlu (2002) Sağlamer (1975), Sağlam (2003), Şahin (2005), Korkmaz and Özdoğan (2005) have written about the problems that confront teachers in education inspection. These and others have identified issues such as, (1) The inspections are based primarily on control and investigation and the inspectors do not make guidance-vocational service, (2) In the inspections consideration is given to the expediency of instruction activities performed by the physical condition of the class and school, (3) They do not realize students' attainments; the evaluation is directed only towards teachers, (4) Inspectors are professionally inadequate and their inability to improve themselves, (5) The inspectors do not have educational level higher than teachers, (6) The time for teachers' inspection is short, (7) The teachers do not pay enough attention to improve themselves in terms of their profession and general knowledge, (8) The inspectors do not evaluate objectively, (9) The reports are not based on objective criterion, (10) The criteria used for evaluating teachers are not enough to measure the quality of the education in schools, (11) During inspections teachers are not

told the evaluation criteria, (12) Teachers are not informed about results of the inspection, (13) Due precautions are not taken in order to make up for deficiency and fault in inspection; they are only reported, (14) The inspectors try to find the deficiencies of teachers and they criticize these deficiencies in the class in the presence of students, (15) The standard in the institutions cannot be ensured due to the fact that necessary coordination cannot be ensured in inspections, (16) The inspectors do not make pre-interview with teachers of what will be done during the inspection, (17) Teachers' opinions and ideas are not taken into consideration; the decisions are taken without teachers' participation and the inspection activities are not planned together with the teacher, (18) The inspectors spend much time on bureaucracy and paper works, (19) Importance is attached to formalism rather than to purpose and content, (20) They ignore environmental factors during inspection, (21) The inspectors do not communicate with teachers, (22) The inspectors do not appreciate positive performances and they are promotive, (23) The teachers and inspectors do not trust and believe in themselves, even though it largely depends on mutual trust to have intended results from guidance and inspection studies, (24) Inspectors evaluate without considering teachers' different requirements, (25) Inspectors are under the influence of headmasters while they evaluate teachers, (26) Inspectors have some attitude and behaviors that the teachers dislike, (27) During inspectors' appointment their political preference is considered rather than their proficiency, (28) Some inspectors evaluate teachers according to their political views and (29) Teachers consider inspectors' audit unnecessary while the head-master is in school.

All these problems encountered by the teachers during educational inspection process indicate the reasons why the intended efficiency cannot be obtained in today's education system. Thus, the factors that prevent intended efficiencies in today's system of education and the precautions that may eradicate such factors can be analyzed within the boundaries of our topic: "The problems that confront the classroom teachers working in villages and county towns and their opinions concerning the effect of these problems on their performance".

Problem statement

What are the educational inspection problems that confront the teachers working in villages and county towns and what are their opinions concerning the effect of these problems on their performance? Within this scope the sub problems handled are as follows:

1) What are the educational inspection problems that confront the classroom teachers working in villages and how do these affect their performance?

2) What are the educational inspection problems that confront the classroom teachers working in county towns and how do these affect their performance?

3) Are there any differences between village classroom teachers and county towns teachers and how do these differences affect their performance according to (a) place of duty and (b) residence/no residence in place of duty?

METHOD

This research is a descriptive study that aims at setting forth "The educational inspection problems that confront the classroom teachers working in villages and county towns and their opinions concerning the effect of these on their performance". The classroom teachers working in public schools in Denizli counties and villages form the population of the research. In the population there are 564 classroom teachers working in elementary schools in county towns and 381 classroom teachers from the elementary schools in villages. The sampling has been chosen based on the significance level of 0.5. For sampling 321 classroom teachers from public elementary schools in Denizli counties and 272 classroom teachers from the public elementary schools in Denizli villages have been chosen with rational cluster sampling method in order to apply data collection tool.

In the research the data were gathered using likert scale. There are 6 items in the scale with regard to inspection. Personal details have been acquired with open-ended and close-ended questions. The scale consists of 2 parts except general information. These are the opinions concerning a) the degree of confronting the problem, b) the opinions concerning the effect of the problem. Each category has different answer choices. The answer choices in the degree of confronting the problem are: (1) Never (2) Seldom (3) Sometimes (4) Often (5) Always. The answer choices in the effect of problem are: (1) No negative effect (2) Partial negative effect (3) High negative effect. The reliability of the scale applied on sampling group has been tested with Cronbach Alpha technique; Alpha coefficient of internal consistency is 0.89' in the degree of confronting the problem, and it is 0.91 in its effect on performance. Descriptive statistical techniques are used in order to resolve the data after the application of scale (Frequency, percentage, arithmetic mean, t test, analysis of variance). The answer choices that are non-continuous are rendered as "continuous" with a scale developed in order to interpret the results acquired with statistical process. 4 intervals have been divided into 5 options in "the degree of confronting the problem" part (4: 5 = 0.80); the number found is interpreted as 1.00 – 1.80, Never; 1.81 – 2.60, Seldom; 2.61 – 3.40, Sometimes; 3.41 – 4.20, Often; 4.21 – 5.00, Always by adding from the bottom number representing the choices. 2 intervals in "the effect of problem on performance part" have been divided into 3 options (2: 3 = 0.66); the number found is interpreted as 1.00 – 1.66, No negative effect; 1.67 – 2.33; Partial negative effect, 2.34 – 3.00; High negative effect by adding from the bottom number representing the choices.

FINDINGS

Findings and interpretations with regard to the problems handled in the research are given below.

Primary sub-problem

In the scale, the opinions of the classroom teachers working in villages concerning the educational inspection problems that confront them are: "Seldom". According to the scale, regarding the teachers' opinion, 4.4% say "Always", 10.7 % say "Often", 22.1% say "Sometimes", 33.8% say "Seldom" and 29.0% say "Never". The opinions of classroom teachers working in villages in likert scale concerning the problems encountered in inspection are given in Table 1.

According to the arithmetic mean of the opinions of classroom teachers in villages concerning the problems encountered in educational inspection in the scale, the most important problem of educational inspection is: "I abstain from mentioning to the inspector my vocational aspects that need to be developed".

In the scale the opinions of the classroom teachers working in village concerning the effect of the educational inspection problems on their performance are: "Partial Negative Effect". In the scale, concerning the effect of the educational inspection problems on their performance, 20.6% of them say "High Negative Effect", 48.2% say "Partial Negative Effect", 31.2 % say "No Negative Effect".

In the scale, the opinions of classroom teachers working in village concerning the effect of the inspection problems on their performance are given in Table 2.

According to the arithmetic mean of the opinions of classroom teachers in villages in the scale concerning the effect of the problems encountered in educational inspection on their performance, the most important problem of educational inspection that affects performance is that "I abstain from mentioning to the inspector my vocational aspects that need to be developed".

Secondary sub-problem

In the scale, the opinions of the classroom teachers working in county towns concerning the problems they confront in educational inspection are: "Seldom". In the scale the opinions of the classroom teachers working in county towns concerning the problems they confront in educational inspection are: "Always" (5.9%), "Often" (19.6%), "Sometimes" (22.1%), "Seldom" (29.6%) and "Never" (22.7%). The opinions of the teachers working in county town concerning the problem that they confront are given in likert scale in Table 3.

According to the arithmetic mean of the opinions of the classroom teachers working in county town concerning the problem they confront in educational inspection, the most important problem of the educational inspection is that "I abstain from mentioning to the Inspector my vocational aspects that need to be developed". The most important problem in educational inspection for both the teacher working in village and county town is the same.

Table 1. The opinions of classroom teachers working in villages in scale concerning the problems that are encountered in inspection.

Item no	Question no	Survey Question	Average	Meaning
1	55	I abstain from mentioning to the Inspector my vocational aspects that need to be developed	3.43	Often
2	50	The inspectors cannot guide adequately	2.41	Seldom
3	53	The inspectors do not contribute to solving the problems that I confront	2.31	
4	52	The inspectors do not know the problems that I confront	2.23	
5	51	The inspectors see what has not been done rather than what has been done.	2.01	
6	54	I am in a formal communication with Inspectors.	1.97	

Table 2. The opinions of classroom teachers working in village in the scale concerning the effect of the problems encountered in inspection on their performance.

Item no	Question no	Survey question	Average	Meaning
1	55	I abstain from mentioning to the inspector my vocational aspects that need to be developed	2.30	Partial Negative Effect
2	54	I am in a formal communication with Inspectors.	2.19	
3	50	The inspectors cannot guide adequately	1.83	
4	53	The inspectors do not contribute to solving the problems that I confront	1.77	
5	52	The inspectors do not know the problems that I confront	1.76	
6	51	The inspectors see what has not been done rather than what has been done.	1.66	No Negative Effect

Table 3. The opinions of the classroom teachers working in county town in the scale concerning the problems encountered in educational inspection.

Item No	Question no	Survey Question	Average	Meaning
1	55	I abstain from mentioning to the inspector my vocational aspects that need to be developed	3,48	Often
2	50	The inspectors cannot guide adequately.	2,76	Sometimes
3	53	The inspectors do not contribute for the solutions of the problems I confront	2,65	
4	52	.The inspectors do not know the problems I confront	2,61	
5	51	The inspectors see what has not been done rather than what has been done.	2,20	Seldom
6	54	I am in a formal communication with Inspectors.	2,05	

In the scale, the opinions of the classroom teachers working in county town regarding the effect of the problems encountered in educational inspection on their performance are "Partial Negative Effect". In the scale, the opinions of the classroom teacher working in county town regarding the effect of the problems they confront in educational inspection on their performance are as follows: "High Negative Effect" (28.7%), "Partial Negative Effect" (41.4%) and "No Negative Effect" (29.9%). In the scale the opinions of the classroom teachers working in county towns regarding the effect of the problems they confront in educational inspection on their performance are given in Table 4.

According to the arithmetic mean of the opinions of the classroom teachers working in county town in the scale regarding the effect of the educational inspection on their performance, the most important problem of educational inspection affecting performance is: "I abstain from

mentioning to the Inspector my vocational aspects that need to be developed".

Tertiary sub-problem (According to place of duty)

The educational inspection problems that confront the classroom teachers working in villages and county towns and their opinions regarding the effect of these problems on their performance differ significantly according to the place of duty (Table 5).

According to Table 5, the classroom teachers working in county towns are confronted with many problems than the classroom teachers in villages. Regarding the effect of the educational inspection problems on the performance of the classroom teachers in villages and county towns, the ones working in county towns are affected much more than the ones working in villages.

Table 4. The opinions of the classroom teachers working in county town in the scale regarding the effect of the problems they confront in educational inspection on their performance.

Item no	Question No	Survey Question	Average	Meaning
1	55	I abstain from mentioning to the Inspector my vocational aspects that need to be developed	2.38	High Negative Effect
2	54	I am in a formal communication with Inspectors.	2.15	Partial Negative Effect
3	50	The inspectors cannot guide adequately..	2.06	Effect
4	53	The inspectors do not contribute for the solutions of the problems I confront	2.02	
5	52	.The inspectors do not know the problems I confront	1.97	
6	51	The inspectors see what has not been done rather than what has been done.	1.86	

Table 5. The problems that the classroom teachers working in villages and county towns confront in educational inspection and the difference in their opinions about the effect of such problems on their performance according to the place of duty.

Aspect	Groups	N	X	Ss	t	p
Confronting educational inspection problems	Elementary School in village	272	2.39	.92885	-2.846	.005*
	Elementary School in county town	321	2.62	1.02070		
The effect of educational inspection problems on performance	Elementary School in village	272	1.92	.58014	-3.219	.001*
	Elementary School in county town	321	2.08	.59833		

*p <.05.

According to the residence in place of duty

The opinions of the classroom teachers working in villages and county towns concerning the educational inspection problems that confront them differ significantly according to residence in place of duty; while their opinions regarding the effect of these problems on their performance are the same (Table 6).

According to Table 6, the classroom teachers that reside in place of duty confront much more problems than the ones that do not reside in place of duty.

DISCUSSION AND SUGGESTIONS

The fact that the classroom teachers in villages have the opinion in the scale as "seldom" concerning the educational inspection problems and the inspectors' guide, the fact that the inspectors find solutions to problems encountered may lead to the fact that the teachers do not have many problems with regard to communication with inspectors. According to Özpınar's research (2008), it is observed that the opinions of the teachers with regard to "Inspection" are "sometimes". When inspectors' approaches are considered, it is seen

as a subject that should be overemphasized that the classroom teachers working in villages expect a profession that they can do fondly and ardently and with support. It can be said that the teachers working in villages need government's assistance through its inspectors and directors in order to overcome the problems that are continuous and that delay education process. Inspections can be assumed as an important opportunity for teachers to tell their problems while working in village one-to-one. Inspectors and directors may approach effectively to solve the problems when they observe the teacher in the region he/she lives in and when they take into account the conditions he/she is in. In this way, village teacher's belief that his/her problems can be solved may increase. Inspections can be regarded as an important moral support apart from the material to be provided to village teacher. In Yıldırım's study (2000), it has been emphasized that all the teachers believe that the inspections should be done for control and especially for assistance and they have an expectation in this respect. In EĞİTİM-BİR-SEN's study (2004), the fact that 84.5% of teachers point out that the inspection process do not work appropriately does not support the opinions of the classroom teachers working in villages in Denizli sample with regard to the degree of

Table 6. The problems that the classroom teachers working in villages and county towns confront in educational inspection and the difference in their opinions about the effect of such problems on their performance according to the residence in place of duty.

Aspects	Groups	N	X	Ss	t	p
Confronting educational inspection problems	I reside in place of duty	314	2.63	.96742	2.799	.005*
	I do not reside in place of duty	279	2.40	.99370		
The effect of educational inspection problems on performance	I reside in place of duty	314	2.05	.57488	2.073	.039*
	I do not reside in place of duty	279	1.95	.61289		

*p < .05.

encountering inspection problem.

According to the arithmetic mean of the opinions of classroom teachers in villages concerning the problems encountered in educational inspection in the scale, the most important problem of educational inspection is that "I abstain from mentioning to the inspector my vocational aspects that need to be developed". The root of the problem may originate both from teachers and inspectors. When it is perceived as a problem originating from teachers, it can be deduced that they hesitate since they think that inspectors may grade them down and they do not want to get low marks, and since as a person the teacher is diffident. When it is perceived as a problem originating from inspectors, it can be concluded that teachers hesitate as a result of the fact that the inspectors scold them in the presence of students, they see what has not been done rather than what has been done, they examine the documentation rather than doings. In Şekerci's research (2000), it has been concluded that in inspections the teachers in villages are treated roughly. This result supports the findings of this research.

About the fact that their opinions in the scale concerning the effect of the problem encountered in educational inspection is "partial negative effect", it can be concluded that the result is, "The problem partially affects the performance" since the degree of confronting problem resulted as "seldom".

In the scale the opinions of the teachers working in county towns concerning the problems that they confront in educational education aspect are "Seldom" like the opinions of teachers working in villages. In this way the degree of their inspection problems is the same. It can be concluded that even the teachers working in county towns are not confronted with many problems in inspection.

According to the arithmetic mean of the opinions of the classroom teachers working in county town concerning the problem they confront in educational inspection, the most important problem of the educational inspection is

that "I abstain from mentioning to the inspector my vocational aspects that need to be developed". The most important problem in educational inspection for both the teacher working in village and county town is the same. Burgaz has classified the findings of the research named as "Some Inspection Roles Neglected in Elementary Schools and Its Reasons" (1995) as special and general reasons. As for special reason, it has been concluded that "the teachers have low level of aspiration with reference to receiving support from the Inspector" and as for general reason it has been concluded that "the teachers and the inspector avoid establishing an open communication with each other". In Özgen's study (2004), inspectors' critical attitudes have been presented among the problems that teachers confront. The results of Burgaz (1995) and Özgen (2004) support the findings of this research.

It can be concluded that the problem has "Partial negative effect" on performance due to the fact that the opinions of the classroom teachers working in county town are "Partial negative effect" since the degree of encountering the problem is "Seldom".

As regard the problems encountered in inspection and the effect of the problems on performance the classroom teachers working in county towns are affected much and confront much more problems than the ones in villages. This is because the inspectors coming to elementary school in village for inspection evaluate the teacher according to the school's conditions. The teachers working in county town are generally luckier than the ones in village at least in terms of school equipment; and the inspectors inspect the teachers by taking into consideration these facts.

Regarding the effect of the educational inspection problems on the classroom teachers' performance, the teachers residing in place of duty are affected much more than the ones that do not reside in place of duty. The classroom teachers residing in place of duty, especially if they reside in village, have problems in both meeting the needs for materials and following the changes; and in this

case the productivity of the education decreases. For these reasons it can be concluded that, even if indirectly, they confront much more problem in inspection.

Regarding suggestions to the problems encountered in educational inspection, the followings are given in order of importance: (1) One of the reasons why the teachers abstain from mentioning their vocational aspects that need to be developed may be that the inspectors are not interested in teachers improving themselves regarding their profession and culture. In this case the inspectors should adopt a positive attitude and behavior. (2) The reason why the teachers think that "The inspectors cannot/do not guide adequately "may be that the inspectors do not consider teacher's opinions and ideas, they do not ensure teachers' participation in the decisions taken and they do not plan inspection activities together with the teacher. In this case inspectors should consider teachers' opinions and ideas and they should inform teacher before and after the inspection. (3) Inspectors should not criticize teachers in the presence of students for inadequacies.

NOTE

It is a part of postgraduate thesis consulted by Assoc. Prof. Dr. Ali Rıza Erdem titled as "*The Problems That the Classroom Teachers Working in Elementary Schools in Villages and County Towns Confront and Their Opinions Concerning the Effect of These Problems on Their Performance*" (Denizli Sample)".

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