INSPECTION IN ELT: THE ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS INSPECTORS

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ABSTRACT:

The main aim of the study is to investigate English language teachers' attitudes towards inspectors. Under this main aim, it has been attempted to figure out whether there is a meaningful difference between the attitudes of teachers according to some variables such as the teachers' gender and the kind of school. English language teachers workin

g in Mersin, Adana, Hatay, Osmaniye, and Kahramanmaraş are the participants of the study in which general scanning model has been utilized. 102 English language teachers who have been selected randomly have comprised the sample of the study. The findings of the study reveal that the general attitudes of English language teachers to the guidance role of inspectors have shown a central tendency in "not sure" interval except one item. The item-"Müfettişleri bilgi kaynağı olarak görüyorum"-has been fully stated as " they don't agree", which means that the participants do not see inspectors as a source of knowledge. The general attitudes of the teachers for positive emotions have revealed another tendency which is"not sure" interval except one item. They have only concluded that they "do not agree". The item "Müfettişleri kendime yakın hissediyorum" has revealed that the participants do not agree with it. The general attitudes of the teachers towards the inspecting roles of inspectors have shown the other tendency in "not sure" interval except one item. They have only responded as pointing out the item "agree" which is "Müfettişler eğitim öğretimden çok evraklarla ilgilenirler". According to the gender variable, there has not been any meaningful difference between the attitudes of English language teachers. The kind of school variable has shown a meaningful difference in the attitudes of the teachers. The source of this difference is English language teachers who are working at primary schools. The findings suggest that English language teachers working at high-schools have more positive attitudes to the inspectors than English language teachers working at primary schools.

KEYWORDS: English Language teachers, inspector, attitude, leadership, guidance, inspection

ÖZET:

Bu araştırmanın ana amacı, İngilizce öğretenlerinin müfettişlere ilişkin tutumlarını belirlemektir. Bu ana amaç altında, İngilizce öğretmenlerinin cinsiyet ve konum değişkenlerine göre, müfettişlere ilişkin tutumları arasında anlamlı bir farklılığın olup olmadığı ortaya konmaya çalışılmıştır. Genel tarama modeli kullanılan araştırmanın, çalışma evrenini Mersin, Adana, Hatay, Osmaniye ve Kahramanmaraş illerinde çalışan İngilizce öğretmenleri oluşturmaktadır. Örneklemi ise yine bu illerden oransız eleman örnekleme yolu ile seçilmiş 102 İngilizce öğretmeni oluşturmuştur. Araştırmanın sonucunda İngilizce öğretmenlerinin müfettişlerin rehberlik rolüne ilişkin genel tutumları bir madde hariç diğerlerinde "kararsızım" aralığında toplanmıştır. Sadece "müfettişleri bilgi kaynağı olarak görüyorum" maddesine "katılmadıklarını" belirtmişlerdir. Olumlu duygular besleme boyutuna ilişkin genel tutumları bir madde hariç "kararsızım" aralığında toplanmıştır. Sadece "müfettişleri kendime yakın hissediyorum" maddesine "katılmadıklarını" belirtmişlerdir. Müfettişlerin teftiş rolüne ilişkin genel tutumları bir madde hariç "kararsızım" aralığında toplanmıştır. Sadece "müfettişler eğitim öğretimden çok evraklarla ilgilenirler" maddesine " katılıyorum" diyerek yanıt vermişlerdir. Cinsiyet değişkenine göre İngilizce öğretmenlerinin müfettişlere ilişkin tutumları arasında anlamlı bir farklılığa rastlanmamıştır. Konum değişkenine göre tutumlar arasında anlamlı bir farklılık vardır. Farkın kaynağı ortaöğretim okulunda çalışan İngilizce öğretmenleridir. Ortaöğretim okulunda çalışan İngilizce öğretmenleri, ilköğretimde çalışan İngilizce öğretmenlerine göre müfettişlere karşı daha olumlu tutum içerisinde olduklarını belirtmişlerdir.

ANAHTAR KELİMELER : İngilizce öğretmenleri, müfettiş, tutum, liderlik, rehberlik, teftiş

Introduction

Research has shown that education has necessitated an "effective inspection" body in English language teaching (ELT). This has been a negotiated issue both in public and private sectors of education for a long time. The importance of this issue addresses some key questions which will be dealt with throughout the study. The concept of quality in ELT needs to be interpreted and understood by different bodies in education. This issue has been practiced by the inspectors of the Ministry of Education in Turkey. The inspection service in schools, which has been addressing the quality and standards in education has become an issue which needs to be discussed clearly and neatly.

There are some questions such as whether practitioners have been reflecting on and about the service given, and if standards of achievement and quality can be improved

through the inspection system. Those questions are some of the common and negotiated questions in the inspection system in Turkey. Furthermore the inspection in ELT is considered as one of the far more serious issues needs to be reconstructed urgently.

There are some weaknesses in teaching and learning related to the inspection. The relationship between teachers and the schools is one of them. Özcan and Özdayı (2005) have stated that teachers should both teach and learn in school. This idea has resulted in looking for quality in classrooms. When this quality inquiry has been reflected in ELT, Thomas (2003) has advocated that the quality has been composed of achievements of objectives, fitness for purpose, value addition, and client satisfaction. And, if the quality and inspection come together, inspection for quality emerges.

At this point, the hypothesis of the study is that the process of inspection which has been carried out in schools to reach the high standards in education has been seen in ELT classes causing English Language teachers to have some attitudes towards inspectors who are observing them. So, the research problems of this study are:

1. What are the English Language Teachers' attitudes towards inspectors?
2. Does gender play an important role towards inspection?
3. Is there a difference in the attitudes of English language teachers towards inspectors in terms of the kind of school?

The need to inspect is a debatable issue which should be explained with the meaning of quality in ELT, and the roles of inspectors. The problems of inspection sector should be dealt with seriously, starting at the level of Ministry first.

Background to the Study

Education, in its one of the official definitions, aims to develop desired behaviours in learners. This is an expected outcome in education. In the teaching and learning process, the discussions of different views, and feedback procedures are the cores of the framework. The inspection sector in its broad organization, and which covers the learners, teachers, and schoolmasters are all needed to be reconstructed issues. In such a climate, one of the responsibilities of the inspection service is to be able to give feedback to teachers after they are observed.

The second point is to be able to discuss to what extent the inspection is needed and what the inspection should cover. At first sight, this is a structured body of the Ministry of Education and a body which is giving service in schools. Başar (1995) has thought that inspection is something like taking the photograph of the recent situation. While Başar has identified its aims and objectives, Can (2004) claims that inspection is the control of the works in social institutions, or judicial foundations. This application is also seen in European countries, such as England where the process is carried out through OfSTED in the country. In this subject, Chapman (2001, p.59) concludes that, "The OfSTED inspection framework is a source of both pressure and support, particularly at the classroom level, where the quality of both teaching and learning are graded through formal lesson observations". This situation shows that there are observations both in our country and in other parts of the world so as to increase quality in education by the help of inspectors who are in the position of "bridges" between the authorities and the teachers. In the formal lesson observations, Chapman (2001) states that, the inspection should influence the classroom practice. And the constructive feedback should be part of the inspection process. To define the need to inspection more, Thomas (2003, p. 239) highlighting a different perspective, thinks that inspection and review visits are a "snapshot". Inspection for bettering the quality and accreditation processes are seen as "valuable" debates. Although in some case the picture may not be the same as it is painted, it is still valuable as long as it fits the purpose. These two views lead to learning from another person upon control. This learning theory is explained by Özcan, and Özdayı (2005) as necessary for the

organisational learning, which is a process requiring inspecting. Moreover, that "there are difficulties in providing a reliable and valid rating of the performance of teachers" is addressing the problem of present system's teacher performance assessment (Fidler et al., 1998, p. 269).

The explanations above show the indispensability of the inspection in learning and teaching territory. Inspection can be seen as control, organizational learning, bringing solutions to problems and assessment of teacher performance etc.

The process discusses the "observer" role of the "inspectors". Their roles spring up as a crucial theme so that they could fulfill their responsibilities in a perfect manner. This is the unquestionable "must" of inspection system. Taymaz (1997) thinks, "Inspectors should gain the needed adequacy in order to complete their duties, and act their roles in education system" (p. 43). Above, the roles are described as crucial the reason of which leads to teachers' opinions about the inspectors as these two sides exchange ideas before, during, and after the inspection. For this reason, some experts such as Millman (1987) think that some teachers need more conferences than others depending on the amount of support, and guidance needed. Here, the emphasis is on the teacher side of the process. Like Millman, Ünal, and Sığırcı (2000), who conducted a study on the expectations of teachers from inspectors, have investigated that the expectations of teachers from the inspectors are high related to their guidance, and training duties etc. These two views clearly indicate that teachers have some expectations from inspectors. For such a help, İnandı (2000) believes that school masters and teachers should be educated in the subject of inspection, indeed. Apart from these, Taymaz (1997) alleges that one of the causes of the problems in this chain is that the guidance and professional help duty of the inspectors are restricted. Hence, it creates the conflict between the teachers and the inspectors.

In brief, it is revealed that teachers expect some roles from the inspectors such as guiding, or giving more professional help, and feedback. Probably, the solution in this issue is to be able to establish a well built relationship between the teachers and the inspectors. Therefore the English language teachers' attitudes in this point is the main aim of this study although the conflict still goes on.

Inspection as a System

The word "inspection" has always been confused with other terms. Therefore, it needs to be clarified. The first confusion is seen between the terms of inspection and supervision. Başar (1995) has made a differentiation between inspection and supervision. He has thought that the root inspection lies in Arabic, it has been based upon control instead of supervising. As a result, it can be said that inspection and supervision are different terms. Inspection is an uncovered term regarding the theory dimension of it. According to Taymaz (1997) the improvements in inspection are influenced by the theories below:

1. Scientific Inspection: Taymaz (1997) claims that in this kind of inspection, the method and instrument of inspection are developed; the data are based upon studies and investigations.
2. Educational Leadership**:** In this subject, leadership is composed of the works which guide, meet the social necessities, offer precautions, show wishes and abilities, and it also includes individual or group meeting studies (Taymaz, 1997).
3. Constructive and Inventory Inspection: It foresees that the inspection studies should be suitable to the plan and open to the future. Also, it advocates that there should be sufficient, conciliatory, and unifying deeds (Taymaz, 1997).

From the above views, what reveals is that the definition of educational leadership is close to the definition of **artistic inspection.** Seçkin (1998) considers that this kind of inspecting is bound to the adequacy of inspector in explaining his observations to the teacher and sensitivity of him in evaluating the important details experienced in the class (cited in

Hesapçıoğlu and Taymaz, 1998). In this approach, the instrument that adds meaning to the education process is "person". Developing the quality of education life in school is the main aim. Therefore, a relationship between the theories of educational leadership and artistic inspection can be found in terms of including humanistic side of educational discussions. Consequently, inspection is a process of control, which leans to not only the scientific, educational arena but also models in constructive approaches. Accordingly, "the ways of control" of this process are suggested by Tortop (1974) as:

1. Political
2. Judgemental
3. Public opinion and
4. Administrative (cited in Taymaz, 1997, p. 23).

When the inspection is scrutinized as process the eminent dimensions of it are:

a) Determining the situation
b) Offering Precautions
c) Evaluating
d) Improving (Taymaz, 1997, p. 43).

All the ways and dimensions discussed above result in the inspector phase of the procedure since the inspector himself is in the position of shaping the situation by determining it, offering precautions, evaluating, and improving.

The tables below show the inspector numbers in our country,

The Distribution of the Ministry Inspectors According to their Generic Characters

Sex	The number of inspectors	Total Ratio
Female	16	5
Male	311	95
Total	327	100

Table 1 (cited in Arabacı, 1999, p. 555)

The Distribution of the Number of Inspectors and Teachers According to the Branches

Branch	The Number of Teachers	The Number of Inspectors	The Number of Teachers per Inspector
English	8.110	9	901

Table 2 (cited in Arabacı, 1999, p. 559)

In England, over the past 5 years, OfSTED (Office for Standards in Education) has been responsible for inspecting 20 000 primary, secondary and special schools. England has separate quality control organizations for further and higher education. "OfSTED inspects and advises the Secretary of State on quality and standards in independent schools". (Maes, Ecke, Zman, 2000, p. 105). The case, in Scotland, the HM which is an inspection system publishes a public report on each school inspected (Macnab, 2001).

In conclusion, inspection is an observation process, which is the case not only in our country, but also in other parts of the world; the main aim should be "to get the quality by control". And, this view brings the question "whether we need inspection" into the minds.

The Need to Inspect

To explain the necessity of inspection, Arabacı (1999) has alleged that it is significant

not to ignore errors. Besides this, it is asserted that it has been crucial for organizational learning. From this perspective, it is understood that each person in the process learns from each another.

It is known that the main aims of inspection in an education institution are to analyse the teaching-learning environment, evaluate the condition, develop the process, and provide the accomplishment of targets. Similarly, Taymaz (1997) defines the guidance in inspection as the study carried out in order to make the individual to recognize himself and his environment, solve his problems, decide on his own, adapt the conditions, improve himself and be happy. Moreover, for the inspection in England: The purpose of OfSTED is to improve the standards of achievement, and quality education through regular independent inspection, public reporting, and informed advice (Maes, Ecke, Zman, 2000, p. 110).

To summarize, it is seen that there are some reasons for inspection. First of all, it helps to consider the errors seriously as well as improving organizational learning. In other words, it points out on what is going on in the classrooms. Besides, it is obvious that these analyses are conducted in other countries such as England with similar aims like in our country. In all these attempts, the target is to catch the quality in education.

The Importance of Quality in ELT

As Thomas (2003) has explained, the concept of quality in education is a complex issue, and she inserts the words "the degree to which set objectives are achieved, fitness for purpose, adds value and client satisfaction" (p. 234). It means that the issue of quality is as complicated as the seeking of it since it has clear-cut components in itself. Thomas (2003) has also involved in seeking to manage and enhance the quality in our practice as teachers, educators and managers, we must commit ourselves to an ethos in the institution which encourages everyone to reflect on themselves in the context of the institution, the sector in which they work, in the brooder economic and political context. (p. 240).

Finally, it is a debatable issue that while seeking the quality, a person's reflection in the context of the institution is important. This point rises as an important factor in inspection in ELT in which inspectors try to act their duties. And, during these sessions, they display their "roles".

The Roles of Inspectors

In the side of the quality in ELT, it is claimed that the inspectors are only conducting observations in classrooms. However, while the inspectors have been observing the classes, it should be kept in mind that their roles are multi-sided such as transferring information through teachers. Inspectors have got many roles, such as

a- Leadership: In Bursalıoğlu's study, it has been assumed that the leader is a person who estimates critical values instead of daily ones (cited in Başar, 1995).
b- Directing: "The duty of the director is to make the organization live on the side of its aims. Because of this reason, the director makes decisions, plans the applications, and makes the necessary organizational arrangements to apply the plans" has been claimed by Başar (1995, p. 29).
c- Guidance and Aid: "Guidance which is a part of education process could be described as the services of consulting on deciding." (cited in Başar, 1995, p. 42)

Every kind of guidance and aid services that will be done in the subjects related to education such as adaptation of school staff to environment, adaptation of new teachers to job, their recognizing students, educating themselves, using instruments, making assessments are the "guidance" and "aid" roles of inspectors (cited in Başar, 1995, p. 42).

a- Educationalist: The educationalist should be seen as the activities directed to the group (Başar, 1995, p. 44).
b- Research: One of the roles of the education inspectors is to make scientific studies in the field of education (cited in Başar, 1995, p. 46).
c- Inquiry: Civil servants are given to use this in order to invest if they carry out their duties or not (Başar, 1995).

As a result, it has been seen that inspectors have some duties; in other words, roles which have been left to them so that they could create a bridge between teachers and the authorities. Also, it has been pointed out that their role is not only observing but also helping teachers in terms of aid or guidance.
Nonetheless, some studies such as Korkmaz, and Özdoğan (2005) have alleged that the inspectors haven't completed their guidance duty to the teachers at a desired level. Therefore, regarding the roles inspectors, it can be argued that there have been arguments between the teachers, and the inspectors, which causes -problems in inspection

Problems in Inspection

It is obvious that inspectors have some responsibilities to follow in order to create a complete application of their job. Fidler et al... (1998), for example, thinks that there is evidence that some very good teachers may get nervous and not perform as well as they would in the normal cause of events. Another problem is brought into light by Macnab (2001) who finds that there are tensions between the inspection and the curriculum development roles of the inspectorate. Like Macnab, Chapman (2001) "While the process leads to improved teaching and learning, the framework it follows threats teacher appallingly" (p. 63).
Beside the dilemmas above, there is also a lacking side of inspection in terms of the number of the inspectors in education, especially in ELT.

The Distribution of Primary School Inspectors According to the Branches

Branch	The Number of Primary School Inspectors	%
English	10	0.4

Table 3 (cited in Arabacı, 1999, p. 567)

As the table (3) has shown, the number of the inspectors in ELT is really scarce. Arabacı (1999) has asserted, "The number of inspectors in the field of second languages …is rather scarce." (p. 572). It means that there have been deficiencies in the number of the inspectors, which prevent them to complete their duties properly enough. Finally, the last question springs from Korkmaz, and Özdoğan (2005) who have figured out while inspectors are seen to say that they have completed their guiding responsibility enough, teachers have claimed that they have not performed as they are told. Thus, it creates another problematic aspect of inspection.

All the cases show that there are problems in inspection although the aim is to find out the accomplishment level of the targets. And, the problems rise between the teachers and the inspectors, especially. The reasons of these arguments lie under the teachers' feeling of anxious during inspection, or that it is a threatening experience may be challenged. Moreover, inspectors' completing their duties such as guiding is still another problem. The scarce number of the inspectors in ELT supports the arguments including whether there is enough number of inspectors in the field. Thus, such conflicts that produce attitudes of teachers to the inspectors emerge. And, as it is pointed out before, one of the main aims of this study is

to be able to find out the attitudes of English language teachers to the inspectors.

Methodology

The study is related to the English language teachers' attitudes towards inspectors. The aim of the study is to find out answers to the following questions:

- What are the attitudes of English language teachers towards inspectors in ELT?
- Does gender play an important role towards inspection?
- Is there a difference in the attitudes of English language teachers towards inspectors in terms of kind of school?

The Participants of the Study

English language teachers, working at the schools situated in Mersin, Adana, Kahramanmaraş, Osmaniye, and Hatay, participated in the study. The selection of population from the cities has been done randomly, and totally 122 English language teachers have participated in the study. However, 102 of the responses have been taken into account.

Data Collection and Instruments

The data relevant to the theoretical part of the study were collected through scanning local literature and European literature. The data on the attitudes of English language teachers to the inspectors were collected through the use of teachers' responses in the scale, of which reliability, and validity studies were conducted by Sünbül and İnandı in 2005.

The aim of the scale is to be able to identify the English language teachers' attitudes toward inspectors. This scale is written in Turkish, and it has 19 items which are separated into three dimensions. The items, composed of 19 statements, have been stated in the findings section.

The appointment dates with the teachers of the study were 10.10.2006 -17.11.2006. On the arranged dates, the participants received a copy of the instrument, and how to respond the statements in the scale was explained in detail. The teachers were interviewed on the basis of their willingness. The duration of this process varied from five to ten minutes. The data were collected within 5 weeks.

Data Analysis

The program SPSS 11 for Windows was conducted to check the attitudes of 102 English language teachers towards inspectors. The instrument was a five point scale Likert type. The codes of the answers changed from 1.00 to 5.00. The three dimensions of the scale were guidance and aid, positive emotions, and inspection. The participants of the study indicated their attitudes by marking one of the categories - totally disagree, disagree, not sure, agree, or totally agree. In the scale, the interval of Likert in 8 was utilized as follows: 1-178 (totally disagree), 180-259 (disagree), 260-339 (not sure), 340-419 (agree), and 420-500 (totally agree). In order to figure out the reliability of the study, alpha coefficient was investigated, and it was found as □.□□

Findings and Discussions

When the first problem of the study - what the attitudes of English language teachers to inspectors are- was examined, it was found that for the guidance and aid dimension, the teachers were in the opinion that the inspectors were not seen as the source of information (Mean=2, 58).

For other views, what was observed is as follows: "Müfettişlerin eleştirilerini haklı buluyorum." ("I find the critism of the inspectors fair") (Mean=2, 96); "Müfettişleri rehber olarak görüyorum." ("I see the inspectors as a guide") (Mean=2, 98); "Müfettişler sayesinde birçok şey öğrendim." ("Thanks to the inspectors, I have learnt many things") (Mean=2, 62); and the total response is "3, 00" resulting in that English language teachers feel not sure for the guidance, and the duty of aid of inspectors. This may show us that the

inspectors consider the inspection side of their duties rather than the act of guide and aid or inquiry is a need for further studies and discussions. The sixth matter has included that the teachers did not appreciate the inspectors in terms of guidance and aid (Mean=2, 58) as the table shows:

Tablo 4. 1 The Attitudes of English Language Teachers' to the Guidance and Aid Duty of Inspectors

When the positive emotions dimension was

	N	Mean	Std. Deviation
M1. Müfettişlerin bana yaptığı eleştirileri yapıcı buluyorum (I find the criticism of the inspectors constructive)	102	3,1667	1,09077
M2. Müfettişleri deneyimli eğiticiler olarak görüyorum (I see the inspectors as experienced trainers)	102	3,0588	,95257
M3. Müfettişlerin uyarılarını yararlı buluyorum (I find the criticism of the inspectors useful)	102	3,2353	,92465
M4. Müfettişlerin eleştirilerini haklı buluyorum (I find their criticism fair)	102	2,9608	,90018
M5. Müfettişleri çağdaş insanlar olarak görüyorum (I find the inspectors as contemporary people)	102	3,0098	,95953
M6 Müfettişleri bilgi kaynağı olarak görüyorum (I see them as a source of knowledge)	102	2,5882	,89391
M7. Müfettişleri rehber olarak görüyorum (I see them as a guide)	102	2,9804	,96452
M8. Müfettişler eğitim sisteminde kesinlikle bulunmalıdır (I believe that they have to be the part of the system)	102	3,3824	1,18609
M9. Müfettişler sayesinde birçok şey öğrendim (Thanks to them, I have learnt many things)	102	2,6275	,98425
REHBORT	102	3,0011	,71437

analysed, it was noticed that the teachers did not feel inspectors close to themselves (Mean=2, 55). And for the statements involving, "Müfettişleri değerli insanlar olarak görüyorum" (Mean=3, 32), "Müfettişlerle beraber vakit geçirmekten hoşlanırım" (Mean=2, 61). It means that the participants were in the side of being not sure about these issues. Thus, all of these have shown that there were not enough positive attitudes towards inspectors as the total attitude shows "2, 99 of meaning".

Table 4.2 the Attitudes of English Language Teachers to Inspectors in Terms of Positive Emotion Dimension

	N	Mean	Std. Deviation
M10. Müfettişleri seviyorum (I like the inspectors)	102	3,0980	,93882
M11. Müfettişleri değerli insanlar olarak görüyorum (I find them deserving people)	102	3,3235	,97657
M12. Müfettişlerle beraber vakit geçirmekten hoşlanırım I like spending time with them	102	2,6176	1,05346
M13. Müfettişleri saygın kişiler olarak görüyorum I find them respectable	102	3,3922	,85778
M14. Müfettişleri kendime yakın hissediyorum I feel them close to me	102	2,5588	,96034
ODUYORT	102	2,9980	,75123

When the inspection which is the last dimension of the study was analyzed, it was seen that English language teachers thought that the inspectors only dealt with documents rather than educational matters (Mean=3, 81). In other words, teachers are in the opinion that inspectors only look for documents instead of teaching. The total ratio of this dimension is "3, 09" which leads English language teachers to see that they are not sure about the inspection side of the observation.

Tablo 4. 3. The Attitudes of English Language Teachers to the Inspection Dimension

	N	Mean	Std. Deviation
M15. Müfettişlerin kullandığı dilden hoşlanmıyorum (I do not like the way they speak)	102	2,8824	1,11953
M16. Müfettişler bana çok yardımcı oluyorlar (They help me a lot)	102	2,6667	,87125
M17. Müfettişler eğitim öğretimden çok evraklarla ilgilenirler (They are interested in paper work more than education)	102	3,8137	1,07841
M18. Müfettişler hak ettiğim sicil notunu verirler (They assess my performance fairly)	102	3,1373	,90148
M19. Müfettişler beni objektif olarak değerlendiriyorlar (They evaluate my work objectively)	102	2,9902	1,06701
TEFTIORT	102	3,0980	,54988

The second question embodying the problem whether there was a difference between the male and female English language teachers towards inspectors was analyzed, it can be concluded that there was not any meaningful difference between male and female English language teachers' attitudes towards inspectors;for guidance, and aid dimension (t:-1,056; sig. <.294), for the positive emotions (t: -1,654; sig. <. 102), and for the inspection dimension (t 274; sig. <. 785).

The findings lead us to think that there is not a meaningful difference between the male and female English language teachers towards inspectors, as the meanings reveal "not sure".

Table 4. 4. The "t" Test Related to the Gender Variable in the Attitudes of English Language Teachers To Inspectors

	Gender F / M	N	Mean	Std. Deviation	t	Sig.
	F	61	2,9399	,69198	-1,056	,294
	M	41	3,0921	,74573		
	F	61	2,8984	,74978		
	M	41	3,1463	,73760		
	F	61	3,1115	,42821	,274	,785
	M	41	3,0780	,69840		

Sig.<0.05

When the third problem of the study including the kind of school was analyzed, it was found out that there was a meaningful difference between primary school and high school teachers to the inspectors (t: -2,686; sig. <. 0009*). In other words, it may be said that English language teachers' atttitudes working at high schools are more positive to the inspectors than the teachers working at primary schools. The reason of this difference may be the fact that inspectors visit high-schools once in four year wheras the teachers are visited once or twice a year in primary schools.

Table 4. 5. The Variable " Kind of School" in The Attitudes of English Language Teachers to Inspectors

	School Type	N	Mean	Std. Deviation	t	Sig.
	Primary	28	2,7381	,54619	-2,686	,009*
	Lycee	74	3,1006	,74777		
	Primary	28	2,8000	,67550	-1,652	,102
	Lycee	74	3,0730	,76897		
	Primary	28	3,0286	,36803	-,783	,435
	Lycee	74	3,1243	,60473		

***Sig.<0.05**

Consequently, the results have provided that there have been some weaknesses in inspectional side of education territory. One of these sides is guidance and aid deficiency of inspection. The second issue is not having positive emotions to inspectors, and the third is inspectors' dealing with only official papers. Moreover, there is a tendency to feel more negative towards inspectors among primary school teachers when contrasted to high-school teachers. Thus, it seems eminent. The reason of this attitude may spring from the fact that inspectors visit high-schools once in four years. That's why English language teachers working at primary schools are in the opinion of negative feeling towards inspectors.

Conclusion

In the study, the attitudes of English language teachers towards inspectors have been dealt with. According to the findings, the general attitudes of English language teachers in the guidance and roles of inspectors have a strong tendency in "not sure" interval except one matter. They have only determined "they do not agree" with the statement of "Müfettişleri bilgi kaynağı olarak görüyorum" In many studies conducted, the teachers think that both the inspectors and the schoolmasters are not seen as sources of knoeledge. Moreover, the teachers perceive themselves as the experts of their fields and they claim that they can control themselves. The probable reason for this might be the belief of the teachers suggesting that the main work is being a teacher. Moreover, the teachers indicate that the roles of the inspectors are not only composed of controlling teachers, observing teachers, and collecting reports but also it should include the act of guidance and aid, act of training, being supporter and problem solver, motivator as well being informant (Yalçınkaya, 2002).

The general attitudes of the English language teachers in the positive emotions dimension have united in "not sure" interval except one statement. They have only determined that they do not accept the statement "Müfettişleri kendime yakın hissediyorum" matter. In the studies conducted, it has been concluded that guidance and aid take place in the roles of the inspectors simultaneously, and the teachers especially indicate that inspectors make the inspection become most important. It might be concluded that the teachers have negative attitudes towards the inspectors as before. The reason for this is that the teachers dislike being observed (Ağaoğlu, 1997). As it has been stated above, one of the reasons of this is that teachers are in the opinion that inspection is useless for them (Sünbül, and İnandı, 2005). Another reason is that the inspection in the schools is not carried out according to its aims by the qualified directors and inspectors. Therefore, the terms of inspection and evaluation seem antipathetic to the teachers (Yıldırım, and Koçak, 1994).

The general attitudes of the English language teachers in the inspection dimension have united in "not sure" interval except from one statement. They have only determined that they accept the statement "Müfettişler eğitim öğretimden çok evraklarla ilgilenirler" matter. The reason is that the teachers accept the matter indicating that the inspectors only deal with the documents. As Ünal and Sığırcı (2006) have stated, the inspectors are expected to perform their guiding, teaching, educating, and directing roles. According to the gender variable, there is not a meaningful difference in the attitudes of English teachers towards inspectors.

As to the kind of school variable, a meaningful difference has appeared in the "guidance" dimension in the attitudes of the teachers. The source of the difference is English language teachers working in high schools. The teachers working in high schools have more positive attitudes towards inspectors than teachers working in primary schools. The teachers working in high schools meet the inspectors less than the teachers working in primary schools, and if they change their places three times a year, the possibility of meeting an inspector becomes weaker. The teachers in high schools do not meet the inspectors as much as the teachers working in primary schools, and this may cause the teachers at high- schools have more positive attitudes to the inspectors than the teachers in primary schools. The reason of this is that there are only 15 inspectors possessing English branch in MEB (MEB Teftiş Kurulu Başkanlığı, 2007). It is very difficult for these 15 inspectors to guide the English teachers, and showing way to them. One of the reasons that the attitudes of the English language teachers in primary schools towards inspectors is more negative than English language teachers in high-schools is that the inspectors who are not experts in English field have observed, and guided the teachers. Undoubtedly, it has been one of the problems in this study. That the inspectors guide, and observe the teachers in the field which they do not have sufficient expertise might lead the teachers to lose confidence for the people observing them. Besides the way they approach to the teachers may cause the teachers to have negative attitudes to the inspectors.

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