Reverse Tullip Education

NEW EDUCATIONAL TREND "SELF-CONTROL" : A REVIEW ARTICLE
(Basic Concepts and Its Development Factors)

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Abstract

Education is one of the most important fields in social sciences. Many new, even brand-new concepts are included in social sciences. One of them is the concept of self-control (auto control). Self-control is synonymous with self-regulation and self-discipline and it is becoming widespread in education, especially educational inspection. Therefore, the aim of this study is to deal with that concept through related ones and to show what could be done in the schools. The following components are reviewed in the present article: education, inspection, educational inspection, aims and objectives in educational inspection, contemporary education inspection and the features of it, self-control and how it will take place in schools. By this way, it is given an outline of the concept of self-control which is believed that it will affect many aspects and fields of education positively.

Keywords: Education, Inspection, Educational Inspection, Self-control

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INTRODUCTION

Education is perhaps the global problem of the whole world. Moreover, there is both great interest in and great concern about the quality of education. Because, just like the name of Gatto's book, education is also a weapon of mass destruction. Many countries have moved and continued to move their countries and societies even further by developing their systems with very nice and rational solutions. In this case, education is one of the most important building blocks of the society. It is extremely important to be able to turn schools into living organizations that are open to innovations with the help of education as well as inspection. Then Gatto (2018: 224) says, "As long as you are satisfied with memorizing someone else's definitions, you should know that you will never be able to get to the supreme position that - money and fame is not so important, but education can offer." At this point, the sentence emphasizes awareness, difference and originality for both administrators, teachers and students and also solutions to our perceived educational ills are often not very deep. In this framework, the concept of self-control, which is a new trend in education, needs to be taken seriously and is thought that it will boost the success for both teachers and pupils, gains much more importance.

In this study, The concepts of education and inspection is handled with different definitions. After given them, a general outlook on the educational inspection describes education inspection and aims and objectives in educational inspection. Emphasis is placed on what is mentioned with the concept of contemporary education inspection as reading the contemporary education inspection correctly and the features of it. The main section, which we describe the education with self-control, explains what self-control is exactly and how it will take place in schools.

THE CONCEPT OF EDUCATION

The meaning of education differs according to the purpose and function of it today. However the only thing that doesn't change is that education is a human phenomenon. Education, discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization (e.g., rural development projects and education through parent-child relationships (Lauwerys et al., 2019) .Ergun (2005) emphasizes that in the sociological way, education is an action that should be applied by adults to young people and children, and this action includes conveying the heritage of the past and ancestors to them, giving ideas and carrying on traditions to keep up with the society better in which they will maintain their lives. According to Akdoğan (2018), it is the process of intentionally changing the behavior of the individual inhis/her desired direction through his/her own life. Education is also defined as a human-oriented service and practical and interdisciplinary humanitarian field.

Education is in a holistic way including teacher, pupil, educational environment, family and environment. The education process aims to ensure for the learner to reach a certain level of maturity in the process and to gain awareness about himself/herself. Yunus Emre's education concept aims to find the truth (Ergün, 2011, as cited in Dağ, 2018). According to Khan (2018), education is an active and even a process of physical exercise; also a process that has been decided to learn gradually in the first step and undergone by committing himself/ herself on learning.

THE CONCEPT OF INSPECTION

The concept of inspection arose from the emergence of the need for financial control within the periods when international trade developed. The Turkish Language Institution has defined the concept of "inspection" as "the process of collecting evidence and evaluating it by a specialist unit so as to report and determine the compliance of information related to a public or private organization to the predetermined criteria" (Chairoula, 2011). According to Taymaz (2015), the inspection in the context of school is a coordinated technique and social process affecting various aspects of curriculum.

It is a wide range area of service such as inspecting and evaluating the working, giving some suggestions for the relevant personnel to become more efficient and helping the staff in the institutions for theirs works and training through guidance (Su, 1974, as cited in Aküzüm, 2012). Inspection is defined as a form of school management that ensures the coordination, mobilization and direction of teaching Scott, 1924, as cited in Altun, 2014). The training process is a very comprehensive and variable process, and supervision is an integral part of this process, too.

Inspection is a process of evaluating the institutions in line with specified purposes in terms of their behaviors and practices and elimination of deficiencies determined as a consequence of this evaluation . On the other hand, inspection is an interpersonal process that provides the basis for confidental relation and goodwilll on the behalf of controlled person and inspector (Chairoula, 2011).

GENERAL OVERVIEW OF EDUCATIONAL INSPECTION

What Is Educatıonal Inspectıon?

While education inspection aims to improve educational process, it also targets the development of teacher, learning and teaching process as well (Chairoula, 2011). When we consider inspection from education angle, inspection helps to make the purposes of education real by means of carrying out functions and duties of inspection as a sub-system of educational management (Gökçe, 1994). According to the perspective of the Ministry of National Education, inspection is to research in detail and gather information about operation of a unıt; to analyze the information gathered, to identify the problems as a result of the analysis, to find solutions determined problems (MNE, 2011a, as cited in Altun, 2014).

THE AIM AND TARGET IN EDUCATIONAL INSPECTION

To improve school success and teaching, to establish democratic work among educators, to increase student success and to ensure educational equality are the aims of inspection in education. In this process, all efforts of education employees and especially teachers are to organize and carry out educational activities for the benefit of the student. In this context, the target that the inspection wants to achieve is to make education variables work regularly and to have positive effects on the learning of the students who receive education. Here, inspection aims to find the most appropriate methods for the purposes of inspection, education and training and to ensure that the product is developed in terms of quality and quantity (Altıntaş, 1980: 14; Blase & Blase 2002: 12, as cited in Gündüz, 2012). The inspection tries to minimize the possibility of making mistakes by guiding the employees as well as to identify the deficiencies existing in the school or a malfunctioning cycle (Aslanargun & Göksoy, 2013).

The main purpose of educational inspection is to improve the educational process and to contribute to the effective implementation of teaching and learning. Therefore, it should be made clear why inspection is needed. It should be stated why the inspection was carried out (Chairoula, 2011). The main purpose expected from the inspection is to increase the excitement of the administrator and the teacher, thus reaching the desired goals in education and realizing quality service in education (Doğan, 2006, as cited in Aküzüm, 2012).

Gündüz (2012) states that through inspection, teachers are guided in learning and teaching, they are provided to develop behaviors in line with the guidance and thus the product of the intended quantity and quality is reached. At this point, inspectors provide teachers with consultancy services to play their roles correctly and organize in-service training programs for teachers to meet their educational needs. In this context, the services that fall within the scope of the inspection in schools can be listed as follows (Taymaz, 2010:9, as cited in Aküzüm, 2012).

1- To determine what is expected from education and training activities and to make necessary explanations.
2- To develop teaching methods to be applied in various disciplines and to inform teachers about this subject.
3- To determine the factors affecting success in school and to use various evaluation methods in this regard.
4- To evaluate student success using scientific methods and to guide them in measuring.
5- To assist teachers and school administrators in solving problems in different disciplines.
6- To provide informative speeches to teachers and administrators individually or in groups, within the scope of educational topics.
7- To watch professional publications, to introduce them to teachers and administrators.
8- To make explanations and demonstrations about teaching and management processes in schools.
9- To make explanations on how to use educational technology to increase the effectiveness of teaching at school and to introduce opportunities and techniques.
10- To share the positive and negative aspects of the lesson with the teacher at the end of the classroom visits.
11- Assisting and guiding those involved in extracurricular activities that help improve education.

12- To provide guidance on the solution of personal problems faced by teachers and administrators during the teaching process.

13- To discuss the problems arising in education and to search for solutions together.

14- To encourage teachers and administrators to work on their professions and to prepare articles on these topics.

15- To observe and analyze the behavior of teachers and administrators and making constructive criticisms.

16- Evaluating the success of all staff in the school from various aspects.

17- To protect and help the protection of both personal and professional rights of teachers and administrators.

18- Assisting institutional staff to evaluate and improve themselves in terms of education and administration.

19- To examine the school's relationship with the environment, the disciplinary board and the decisions of the teachers' board meetings.

20- To evaluate the inspection programs in a way that will contribute to the teachers and administrators.

21- To develop control methods and methods within the framework of the opinions of teachers and administrators.

22- To examine non-legislative behaviors that may or may not be in the school, and to open an investigation accordingly.

In this regard, it can be said that the general purpose of the inspection is to increase the effectiveness of the teaching at school and thus to increase the success of the students. While most of the responsibility falls on teachers in achieving this goal, the share of inspectors and school administrators is at a considerable level. The self-improvement is expected from the teacher during the inspection process and being a good instructor leader is expected from the inspector also contributing to the teaching process by creating a supportive school climate and positive school culture is expected from the school principal (Balcı, 2012).

CORRECTLY UNDERSTANDING "CONTEMPORARY EDUCATIONAL INSPECTION"

The Concept of Contemporary Educational Inspection

In the context of the diversity of inspection approaches, their handling of control also varies (Gülgün, Yılmaz & Çağlar, 2017). In this sense, the main variables of inspection approaches are; being based on school-based practices, developing participatory decision-making, forming partnership-based relationships, emphasizing self-control rather than external control, self-evaluation and self-direction, and focusing on activities aimed at increasing the effectiveness of education and training (Glickman et al., 2001 as cited in Töremen and Hozatlı, 2006, as cited in Taşdan, 2008). Contemporary inspection is not something like that the inspector guides and helps the teacher in the problems related to education and teaching, it is not the solution of the problems on behalf of the teachers, but the teacher guides himself/herself to solve his/her own problems (Başar, 2000: 45, as cited in Aküzüm, 2012). The goal of the modern inspection approach is correcting and developing everything related to schools (Aydoğmuş & Sağlam, 2016).

Aküzüm (2012) states that the most prominent feature of the contemporary approach is the importance given to human resources, also the development and the use of it in the most effective way is the focus of the modern approach. Contemporary inspection is related to the inspection of teaching and aims to improve the teaching-learning process in school. Considering that the main purpose of the school is to carry out learning, it is the aim of the inspection to organize the functioning of the school in accordance with this purpose.

Characteristics of Contempotary Education

Assistance to teachers is important for improving the learning and teaching process in contemporary educational inspection. It is essential to help teachers to realize their full potential and use it effectively (Wiles, 1963:10, as cited in Taşdan, 2008). According to Taşdan (2008), improving the quality of teaching in the classroom and ensuring student success are among the priorities of contemporary inspection approaches. It is thought that this priority will be achieved through school-based, mutual assistance-based and longer-term inspection practices, rather than centralized and short-term inspection practices. It is thought that cooperation and assistance among teachers in schools will contribute positively to school-based inspection practices. The characteristics of contemporary educational inspection can be listed as follows (Aydın, 2007: 20-21, as cited in Aküzüm ,2012):

1- The main objective in contemporary educational inspection as an approach aimed at improving the learning environment as a whole is to improve the learning and teaching process.
2- The nature of the problems that exist and are identified in the educational environment, the characteristics and conditions of the environment, determine the purpose and method of contemporary educational inspection. This approach does not include prejudice and interpretation.
3-In this approach, which activities are based on the principle of cooperation, it is believed that occupational problems should be handled by the concerned people.
4- Contemporary educational inspection is scientific. Objectivity, facts and data are
 emphasized at all stages of the inspection.
5- This approach is believed to be a key component of the teacher's learning-teaching process in inspection activities, highlighting its strengths and attempting to eliminate its inadequacies. Thus, the desire to develop by motivating the teacher is tried to be created.
6- According to this approach, which incorporates analytic and unifying elements, each element in the teaching-learning environment has its own significance and value, and all elements are evaluated in terms of program integrity.
7-Contemporary educational inspection is aimed at both the past and the future. The experience of the past is utilized and new approaches are inquired according to the present and available possibilities and conditions to achieve the goal.

SELF - CONTROL IN EDUCATION

What is Self-Control?

Self-control begins to develop in early childhood. It refers to skills in which emotions, behaviors, and attention are controlled. Freud has theoretically stated that what he calls successful socialization is a process in which children learn to suppress satisfying impulses to do what is best for themselves and society in the long term (Yılmaz, 2016; Subaş, 2018). Self-control is the ability to divide one's unwanted behavioural tendencies and avoid performing them, as well as suppress or alter reactions from within. Self-control is considered to be the ability of the individual to change and adapt himself/herself to have a better, more ideal harmony between himself/herself and his/her environment (Gülgün, Çağlar & Yılmaz, 2017; Mehtap, 2010; Duyan, Gülden & Gelbal, 2012; Tangney, Baumeister & Boone, 2004; Oaten & Cheng, 2006, as cited in Şubaş, 2018; Yılmaz & Aydın, 2019)

On the other hand, self-control can be also defined as controlling the individual's self, emotions and thoughts. It also means that the individual must set a goal and be able to act in line with that goal. However, the individual should be able to remain independent from external factors while acting in line with the goal he / she has set; be able to control feelings, impulses and desires; be able to continue on the road despite troubles and problems (Dağ, 2018). In fact, for self-control, we can emphasize that it is a process of self-recognition and behavior that is intended to eliminate our impulsive behaviors.

How does the self-control take place in schools?

Self-control is that a person evaluateshis/her own behaviours according to the values that he/she has improved. Also, self–control of a worker in organization is that evaluates the behaviours he/she made with his/her own justice according to the criteria determined by the organization beforehand. A teacher who wants to improve his/her self- control ability can achieve this qualification in several ways. A teacher can perform self-control in a variety of ways, including the following practices (Glickman et al., 2009: 221; Başaran, 1989: 319, as cited in Altun, 2014):

1- That he/she visits the lesson of another teacher he/she considers more sufficent and specialist than himself/herself and makes comparisons with regard to teaching
2- That he/she records his/her teaching during several lessons and analyses his/her own teaching when he/she watches these videos afterward.
3- That he/she conducts a questionnaire and interview form for parent and student with regard to his/her own teaching and evaluates these.
4- That he/she interviews with inspectors, colleagues, students and parents with regard to effective teaching or his/her own teaching.
5- That he/she keeps a diary through critical approach focused teaching development about teaching experiences, problems and achievements.
6- That he/she reviews the exam scores, projects, presentations, social behaviours and related studies of the students so as to evaluate himself/herself.
7- That he/she prepares portfolio with regard to himself/herself and teaching process.

Similarly, it is stated that individuals acquiring a new skill reaches self-control through four stages respectively. These phases are sorted by observation, emulation, self-control and self-regulation. These phases are shortly defined thus and so; the phase of observation is the phase that individual observes the person he/she takes as a model.

1- The phase of emulation is the phase that individual reaches the behaviour to the level of comprehension as a result of the observation thathe/she has made.
2- Self-control phase is the stage where the individual can perform the behavior on her own and in different places
3- Finally, the phase of self regulation is the phase that individual perfoms the knowledgehe/she has acquired with his/her own unique interpretation in every situation and everywhere (Zimmerman, 2000; Schunk, 2001, as cited in Dağ, 2018; Yılmaz, Çetinkaya & Avan, 2019).

Self-control of the school and teacher is the process of gaining regular information, assessing its operability and reaching its educational goals initiated by the school and teacher to support decision making, learning and development (Yılmaz & Ertuğrul Akyol, 2019).

The success of school and teacher is followed and controlled by staff, students and parents that are a part of education. This self-control process allows the school and the teacher to express themselves, decide what is important and what needs to be measured, continues and stay up-to-date, intertwine with the school's work, honestly reveals the strengths and weaknesses of the process, and saves time. On the other hand, OFSTED, the responsible institution for educational inspection of England, emphasises the following main aims of the school self-control (Ferguson, Earley, Fidler & Ouston, 2000; Uysal & Yılmaz, 2019):

1- Smart accountability should be based on the foresight how well the school serves to its students and the improvement priorities.
2- Strong self-evaluation should be together with daily practice of the school.
3- Effective self-evaluation should ask the most important questions about students' learning, success and developments.
4- It should take advantage of the evidences in order to answer these questions.
5- It should compare the success of the school and students' one with that of the best schools.
6- It should concern the staff, students, parents and the administrators of all leves.
7- It should be supplementary of the school's structures that evaluates, improves the students and manages, develops the staff.
8- It should lead to an action.

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CONCLUSION

If we carry out the whole evaluation of this study, education system has to be always intertwined with control system and it needs to be determined whether an effective study has been made or not and the necessary arrangements are supposed to make. In this case, in order to accomplish these, there is a need for the inspector using traditional methods or the system requires this.

Nevertheless, even if the inclusion of the concept of self-control into the education system is often contradictory, it can be considered as an effective method bringing success to student and self-confidence to teacher in the developing world and technology era (Yılmaz, Ertuğrul Akyol & Kalgı, 2017; Yılmaz & Yanarateş, 2020). The fact that schools or teachers run this system on their own will have positive effects in most cases, as it will ensure active participation. In furtherance this, Aseltine, Faryniarz and Rigazio-DiGilio (2015) regard student participation, self-evaluation, peer evaluation and children's collaborative work opportunity as important components of an effective lesson (Yılmaz & Ertuğrul Akyol, 2017). It will be reached more realistic results and solutions because deficiencies and mistakes are recognized by themselves as a continuation of this and this process will constantly go on. With the success of self control, the development of teaching-learning process will be ensured (Avan, Çetinkaya & Yılmaz, 2019).

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