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Evaluation of Artificial Intelligence-Supported Supervision Applications in Educational Management and Supervision

Ozgu Sanli[1]*, Fahriye Altinay[2], Gokmen Dagli[3], Zehra Altinay[4], Betul Yikici[5]

[1]Ministry of Education, Nicosia, North Cyprus, Mersin, Turkiye

[2, 4]Societal Research and Development Center, Faculty of Education, Near East University, Nicosia North Cyprus, Mersin, Turkiye

[3]Faculty of Education, University of Kyrenia, Kyrenia, North Cyprus, Mersin, Turkiye

[5]Faculty of Education, University of Kyrenia, Kyrenia, via Mersin-10, Turkey

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Author's Email :

ozgusanli5@gmail.com, fahriye.altinay@neu.edu.tr, gokmen.dagli@kyrenia.edu.tr, zehra.altinaygazi@neu.edu.tr, betul.yikici@kyrenia.edu.tr

Author's Orcid :

0009-0000-2200-7375, 0000-0002-8452-5992 0000-0002-4416-8310, 0000-0002-6786-6787, 0000-0002-2362-2369

Abstract

This studyaims to evaluate the current functioning of educational supervision, the advantages, disadvantages, limitations, risk factors, and integrability of AI-assisted supervision applications, and to determine opinions on the situation. The study, therefore, focuses on the problems existing in educational supervision, regulatory efforts to address these problems, and the problem situation regarding the use of AI-assisted supervision applications to solve these problems. In the study, a case study sub-design from qualitative research methods was uilized, employing semi-structured interview forms and in-depth interviewsto obtain the opinions of educational supervisors regarding the use of AI-assisted supervision applications. Data were collected from 12 educational supervisors actively working at MEDDYK, affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus, during the 2025-2026 academic year. They were selected using the Expert Sampling Method from Purposive Sampling Techniques. The findings have indicated that AI-assisted supervision applications provides convenience in all areas of the supervision process, saving time, improving archiving, and offering advantages to future generations of supervisors. However, while the findings highlight positive perceptions among supervisors, they also emphasize risk factors such as AI-assisted supervision potentially replacing humans, ethical issues related to malicious users gaining access to confidential information, and the inadequacy of the existing technological infrastructure in the TRNC. Although the research findings conclude that there is largely a positive supported by research conducted in different contexts. Thestudy is expected to contribute to the literature on educational supervision and evaluation processes. The study suggests that teachers' opinions and critics regarding AI-assisted supervision applications should be obtained from teachers,

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the existing internet and technology infrastructure in schools should be strengthened, in-service training on technology and information systems should be provided to teachers and school administrators, improvements should be made to the supervision criteria, and existing laws, regulations, and decrees should be reviewed and updated to meet current needs.

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Introduction

Throughout history, changes in the field of education are also reflected in today's world of technology and artificial intelligence. In particular, the impact of artificial intelligence, a key element of the 21st-century technological world, on education is evident. As artificial intelligence has become a part of daily life, information technologies, which are widespread and used in every aspect of life (health, economy, public administration, security, etc.), have brought about digitalization in education systems, making it a common occurrence in the field of education. Especially in education systems worldwide, there is a growing increase in the frequent use of artificial intelligence applications and their development in this area is observed (Turhan, Nas, 2025, 2.; İşler, Kılıç, 2021, 2-4).

When education systems are examined, UNESCO's sustainable development indicators, which include 17 fundamental sub-components, also address quality education. Quality education is considered to have a multi-dimensional structure, to be equally accessible to all individuals regardless of religion, race, or language, to be sustainable throughout life, and to be inclusive, as these are its most fundamental characteristics. In particular, UNESCO's Sustainable Development Goals, specifically Goal 4, emphasize equal access to education for all (Kaynak et al., 2023, 13).

Educational supervision plays a major role in ensuring the sustainability of a high-quality, qualified education system. While educational supervision is a professional activity, its implementation involves observing and analyzing the teacher's situation in the classroom, identifying their strengths and weaknesses, and providing feedback to improve the situation (Menteşe, 2025, 12). Today's AI-powered LMSs, as the most concrete example of digital transformation, are seen to have a significant impact on educational processes by monitoring student achievement, personalizing teaching processes, and enabling decision-making based on learning analytics (Alkan, 2025).

Evaluated from the perspective of educational supervision, it is known that existing traditional educational supervision practices are based on inspecting face-to-face education and have various limitations such as time, space, and shortage of teaching staff. In this context, educational supervision aims to support teaching activities. Given the inadequacy of current face-to-face supervision practices, it has been determined that a new supervision model based on learning tools, legal compliance, and technology in learning-teaching processes is inevitable (Arslan, 2020, 8-10-11-12-16; Uzun, 2025, 5-6-8-10).

Many problems are encountered in educational supervision studies conducted within the Republic of Turkey. Among these problems, inadequate instructional assistance, insufficient behavior and attitude towards helping teachers, inadequacy in developing relationships with the environment, and especially in the guidance process that should be provided to teachers, among many similar problems, have been identified. Supporting this situation, it is stated that the advancement of the supervision system based on digital developments and technology is inevitable (Memduhoğlu, Zengin (2012, 6); Uzun (2025, 10)).

In this period when power and knowledge are questioned, teachers participate more in education

and supervision processes and bring about a change of opinion. The implementation status of the audit in its final form is; It shifts to the necessity of providing supervision to each individual in accordance with their unique characteristics. Especially in recent years, a supervision practice has been observed in which teachers help each other and share their experiences through action research. It is envisaged that the audit method in Turkey and also in the TRNC will be carried out within the scope of examination, research and investigation (Beycioğlu, Dönmez, 2009). Educational Supervision; Although it is a scientific field with its principles, theoretical foundations and methods, the inspector who will carry out the inspection must also have this scientific background. Educational Supervision, in its general scope, is defined as processes that monitor the functions of the school, observe and support teachers, ensure the necessary change in schools and aim to realize a quality supervision process (Can and Gündüz, 2018; Kel, Akın, 2021). Mustafa Aydın, who came to the fore with his scientific studies in Turkey and made significant contributions to the field of Educational Management and Supervision, defines Educational Supervision; It sees it as an organizational and managerial obligation and describes it as a process that enables understanding whether these organizational actions are in accordance with the principles and rules determined in line with the accepted objectives. It lists the ultimate goal without emphasizing the extent to which the determined organizational goals have been achieved, the importance of taking the necessary precautions and improving the process. According to Aydin (2014), in the findings obtained, an understanding is mentioned that attaches importance to the development of human resources and aims to use them effectively within the scope of Educational Supervision. It emphasizes that the approach adopted in auditing must adhere to the principles of democracy. In such an approach, the Supervisor must know that his role is to know the group and make himself accepted by that group. According to Menteşe (2025), educational supervision should also be a guiding and directing process beyond control and function.

When examining the factors influencing the effectiveness of supervision, the correlational results and the variables predicting these results (variables such as perceived quality of supervision) and the variables determining group membership in comparison group studies (variables such as low or high accountability) are mentioned (Hafer, Holzberger & Reiss, 2020; Penninckx, 2017). When all comprehensive studies conducted in Turkey and the Turkish Republic of Northern Cyprus are examined, the findings reveal that traditional educational supervision is insufficient compared to contemporary educational supervision; problems centered on the supervised entity (professional inadequacy, objectivity, problems related to education and training, etc.); problems originating from the central organization (school funding, travel expenses, excessive workload, personnel rights, etc.); and problems in the provincial organization (originating from upper management, physical conditions, etc.) have been identified. The results obtained indicate that: The failure of teachers to implement the suggestions made by inspectors during the guidance process, the significant discrepancies between the targeted and achieved success, inadequate use of educational materials, deficiencies in professional field knowledge, and especially the deceptive behaviors coded as "Deceptive Behaviors," such as theatrical performances to show inspectors that everything is going well, all highlight the problem of objectivity. Problems persist in terms of objectivity, and while objective inspections are necessary, the need to transition to a regional system is emphasized (Kocabaş and Yirci, 2011, 2-5-7-8). Furthermore, Okutan's (2025) study, which supports these findings, includes case studies involving the National Education Director, District National Education Director, Chief Inspector, Education Inspector, School Principal, Deputy Principal, Teachers, and Students. Problems identified from the teachers' perspective include the need to adapt to technological conditions as communicated by the inspector, deficiencies in the curriculum, and the necessity of keeping pace with changing technological conditions. Among the studies that have presented these problems from the perspective of inspectors, the first one, as seen in İnce and Ünal (2025, 15), is that the legislation on teacher supervision is deficient, inadequate, does not

foresee any sanctions, and that supervision is carried out as a formality by reducing it only to document control. Another study, Memişoğlu and Tabak's (2021, 9-10-12-15), examines the problems experienced by inspectors in the inspection processes. The problems were divided into various categories and it was concluded that they stemmed from the education system, the inspected institution, the inspected person, and the inspection system.

Problems related to the passing grade and examination system exist; the lack of a measurement and evaluation center, the emphasis on teaching more than education, the reliance on a traditional, rote-learning approach, the central focus on teachers, the continued admission of students to departments with excess capacity, especially in university entrance exams, and the absence of qualifying exams for higher education are among the main factors. Along with all these, technological problems also come to the forefront. These problems, particularly those related to technology use, include the lack of new technologies, the absence of a new portal, and the lack of internet access in many schools in the TRNC (Uçar, 2022; Erden & Erden, 2019).

In the study by Avcı and Berber (2026), along with all these, in the digitalized world, technological problems, ethical problems, risks posed by data security, and difficulties in decision-making also emerge. In the digitalized world, educational supervision has left behind its traditional form and transformed into a tool that provides continuous feedback, guidance, enables data-based decision-making, and supports professional development. The findings highlight that digital tools present pedagogical challenges in educational supervision processes due to technical problems, lack of interaction, and limitations in qualitative assessments.

As in previous research, countries such as the UK, Singapore, and Australia have implemented various practices regarding accountability and control, self-assessment, and school autonomy. These practices contribute to the development of institutions and schools, reducing problems in inspection processes. This will be achieved through e-guidance that actively utilizes communication technologies, allowing teachers and educators to meet with education inspectors whenever they wish. In this case, emphasis is placed on enabling instant communication between inspectors and educators through electronic tools involving live email exchanges, messaging, and meetings. The guidance should be conducted in line with the trends of the digital age, with the relevant topics being communicated to the inspector (Taş, 2023).

From the perspective of the research conducted; Educational supervision, educational supervision processes, the historical development of educational supervision, problems encountered in educational supervision, stakeholder opinions on educational supervision, studies conducted in the field of education, the use and development of artificial intelligence in education, artificial intelligence applications in education, ethical issues that may arise from the use of artificial intelligence in supervision (Kaynak et al., 2023; Menteşe, 2025; Uzun, 2025; Memduhoğlu and Zengin, 2012; Kocabaş and Yirci, 2011; Okutan, 2025; İnce and Ünal, 2025; Memişoğlu and Tabak, 2021; Beyhan and Sarıçam, 2024; Polat, 2024; OECD, 2021; Williamson, 2023; Lancrin & Vlies, 2020; Maia, Bueno & Sato, 2023; Can & Gündüz, 2018; Kel & Akın, 2021; Beycioğlu & Many studies have examined this topic (Dönmez, 2009; Uçar, 2022; Erden & Erden, 2019; Hofer, Holzberger & Reiss, 2020; Penninckx, 2017). However, it is observed that there are a limited number of AI-supported studies in the context of Education Management and Supervision (Turhan and Nas, 2025; İşler and Kılıç, 2021; Arslan, 2020; Avcı and Berber, 2026; Temur, 2025; Aguilar, 2025; Taş, 2023; Alkan, 2025). This situation highlights the need for more in-depth research on AI-supported education supervision and management studies in Turkey and the Turkish Republic of Northern Cyprus. Furthermore, it has been determined that these audit studies are not limited to education but also encompass AI applications related to public internal auditing, and as a result, the application of AI in auditing processes will increase quality and provide convenience. In addition to these benefits, it has been observed that users now have an understanding of risk factors, can immediately identify misrepresentations, improve communication skills and the reliability of information, and thus eliminate human error (Köse, Apalı & Aldemir, 2022. 37-40).

This study aims to present assessments regarding the use of artificial intelligence applications in Educational Management and Supervision, and in this

context, to evaluate the current state of supervision processes in terms of their advantages, disadvantages, limitations, risk factors, and integrability, to determine opinions on the situation, and to provide important feedback on how supervision processes fulfill their functions and achieve their purpose. A review of the literature in the field of Educational Management and Supervision revealed a gap in this area, and this study aims to address this gap. Accordingly, as previously mentioned, it is believed that this study will contribute to the Educational Management and Supervision processes due to various problems encountered.

The purpose of this research is to evaluate the current state of the supervision process, its advantages, disadvantages, limitations, risk factors, and integrability with artificial intelligence integration, and to determine opinions on the situation, by individuals actively working as Educational Inspectors (Inspectors) under the Ministry of National Education and the MEDDYK (a public institution) in the TRNC between 2025-2026. Within this scope, the research questions were determined as follows:

1. How are current educational supervision processes progressing?
2. What is the position of AI-assisted applications in existing educational supervision processes?
3. How do educational supervisors (inspectors) evaluate AI-assisted applications in educational supervision processes?
4. What are the advantages and disadvantages of using AI-assisted supervision applications in educational supervision processes?
5. What are the limitations and risk factors that may be encountered regarding the use of AI-assisted supervision applications?
6. What are the opinions of educational supervisors regarding the integrability of AI use in the field of educational supervision?

Method

Research deign

This research was conducted using a Case Study, a sub-design of Qualitative Research Methods, to examine in detail the opinions of Education Supervisors regarding AI-assisted supervision models in Education Supervision processes. According to Subaşı & Okumuş (2017), a Case Study is also commonly referred to as a case study or example case study in the literature. A case study is defined as collecting and examining in-depth data on how a system works. Analyses were conducted using a holistic single case design, one of the sub-designs of case studies. The case study was conducted to collect and analyze qualitative data using open-ended questions.

Study Group

The study group of this research consists of 12 Education Supervisors (Inspectors) who have supervisory experience and hold the title of MEDDYK, a public institution affiliated with the Ministry of National Education, in the 2025-2026 academic year, selected using the Expert Sampling Method from Purposive Sampling Techniques.

As seen in Table 1, all 12 participants in the study are Education Inspectors from MEDDYK, a public institution affiliated with the Ministry of National Education. The participants' years of professional experience ranged from 22 to 36. Only one participant chose not to specify their gender, therefore it is indicated as "Undetermined" in the gender column. Looking at the table, it can be seen that these individuals are experienced, educated, and specialized in their fields, according to their educational backgrounds.

Data Collection Tools

The "National Education Supervision, Evaluation and Guidance Board (Establishment, Duties and Working Principles) Law", which was adopted by a majority vote at the Fifty-Sixth Session of the Assembly of the Turkish Republic of Northern Cyprus on April 17, 2006, was announced by the President of the Turkish Republic of Northern Cyprus by publication in the Official Gazette in accordance with the paragraph (1) of Article 94 of the Constitution. Interviews were conducted using semi-structured interview forms developed by the researcher. While preparing the interview forms, criteria were established by examining studies related to the literature. Then, opinions were obtained from the relevant field expert and it was made usable. The semi-structured interview form consists of 8 questions.

Table 1: Demographic Characteristics of Participants.

Code	Gender	Age	Professional Experience Years	Institution Where Employed	Educational Background
ED1	Woman	47	22	MEDDYK	Master's Degree
ED2	Woman	46	24	MEDDYK	Master's Degree
ED3	Woman	49	22	MEDDYK	Bachelor's Degree
ED4	Man	54	26	MEDDYK	Bachelor's Degree
ED5	Man	50	27	MEDDYK	Master's Degree
ED6	Undetermined	46	25	MEDDYK	Doctorate
ED7	Man	53	32	MEDDYK	Master's Degree
ED8	Woman	44	27	MEDDYK	Master's Degree
ED9	Woman	46	25	MEDDYK	Master's Degree
ED10	Woman	56	35	MEDDYK	Master's Degree
ED11	Man	53	31	MEDDYK	Master's Degree
ED12	Woman	52	28	MEDDYK	Master's Degree

Afterwards, a pilot application was carried out with individuals holding the title of Education Expert. The interview recordings obtained in the preliminary application were first listened to by the researcher and added to the interview forms, and the questions were specified. Then, the recordings were reviewed again in the presence of two field experts, and a consensus was reached on the questions that were considered to be removed or added, and the interview forms were reviewed in relation to the results of the preliminary application and given their final form. In its current form, the interview form consists of a total of 8 questions.

Participants were provided with an informed consent form, a participant information form, and a semi-structured interview form during the interviews. Before the interview began, the researcher introduced themselves and discussed the scope of their research.

During the interviews, participants were asked the following questions:

1. How long have you been working as an Education Inspector?
2. What are your opinions on the use of artificial intelligence?
3. Before becoming an Education Inspector, did you have any experience using artificial intelligence during your time as a subject teacher or school administrator?
4. How are current education inspection processes progressing? Can you give examples?
5. How do you evaluate the use of AI-assisted inspection applications in inspection processes?
6. What are your thoughts on the advantages and disadvantages that AI-assisted inspection applications will provide in the field of Education Management and Inspection?
7. If these applications are used, what would the limitations and risk factors be?
8. What would your opinions be if these applications were integrated?

During the question-and-answer phase, an interview form was created based on the opinions and suggestions of three expert faculty members. After obtaining the necessary permissions from the Near East University Scientific Research and Ethics Committee, the interview form was administered to the participants. Prior to the interviews, audio recordings were made with the participants' consent, and the data was transcribed. One participant voluntarily gave permission, and the audio recording was not shared with anyone and its confidentiality was maintained. Interviews were conducted on a voluntary basis. Participants were informed in writing of their consent to have their audio recorded, and they were informed about the process of participating in the research. The data collection process involved

individual interviews with each participant, lasting 20-30 minutes. The interview environments were designed to ensure participants felt comfortable and confidential. In each interview, a flexible approach was adopted to allow participants to freely answer questions, and additional questions were included to broaden their responses.

The audio recordings obtained from the interviews were not shared with third parties and were stored in accordance with ethical rules and confidentiality. The audio recordings were used to serve the purposes of the research. Interview results have been anonymized to avoid revealing identifying information. Data has been carefully analyzed and transcribed while preserving the accuracy and integrity of the participants.

Data Analysis and Interpretation

In collecting data, first of all, TRNC Ministry of Education was visited. The Department of Education and Discipline under the Ministry of Education was contacted and a preliminary meeting was held with the authorized persons there. The name, subject, purpose, problem, sub-problems and road map of the research were shared in detail. The authorities started the process by providing the application form. Then, after a short period of time, a call was made by the Undersecretariat of Ministry of Education and negotiations started after obtaining approval documents. Throughout the process, education inspectors were contacted on different days as they went to inspection sites as part of their duties.

In Kıral (2020)'s study; Data analysis goes through three stages: collecting data, reducing it, displaying it, drawing conclusions and verifying it. The data collected in this research will be interpreted by thematic analysis. Thematic analysis in the study conducted by Çarıkçı et al. (2024); It is emphasized that it is much more than summarizing the data and is done to address the research. The process is completed by carefully reading and reviewing the data after collecting the data that is important in the analysis. Among its advantages, it stands out with its ease of use and summarizing the important points of the data.

Role of the Researcher

In this research, the researcher's role was as follows: After successfully completing a 4-year undergraduate program, the researcher decided to pursue a master's degree to further develop themselves and contribute to educational sciences. They attended various scientific conferences on this topic, particularly focusing on current issues and the potential contributions of artificial intelligence to educational sciences. Throughout the research process, the researcher maintained a tolerant and sincere attitude towards the participants, listening attentively. It was emphasized that the information shared would remain confidential between the researcher and the participants, and that a recording of the conversation could be provided upon request. The researcher explained that the data would be used for academic purposes and therefore requested that participants refrain from disclosing personal information (phone number, name, etc.) during the interviews, thus establishing a relationship of trust. Before the interviews began, the researcher thoroughly informed the participants and encouraged them to feel free to use their names, as they would remain confidential. Despite the challenges in the literature, this research demonstrated that the integration of artificial intelligence applications into educational supervision, particularly supervision-supported applications, achieved its initial goals. Particularly noteworthy were the time-saving, fast, and easy-to-use aspects of artificial intelligence, frequently highlighted by participants. This finding is also frequently echoed in Aguilar's (2025) study, and the associated risk factors and limitations are reflected in similar results.

Validity and Reliability

The reliability of the research process was ensured through support from field experts. Support was also provided in the analysis of the findings. Two faculty members were requested as co-coders, and they were asked to extract codes and themes from the answers given to the questions asked in the research, as well as from the problem and sub-problems. Discrepancies were addressed by discussing the two results to arrive at common codes. This contributed to the reliability of the study. Furthermore, the audio recording of the interviews and the pre-testing of the responses also contributed to validity and reliability.

Findings And Interpretations

Findings Regarding the Tenure of Education Inspectors

The answers to the question "How long have you been working as an Education Inspector (Inspector)?" asked to all Education Inspectors participating in the study, are presented in Table 2 below, taking into account their years of professional experience.

Table 2: Tenure of Inspectors According to Professional Experience

Categories	Participants
2 YEARS	ED1, ED2, ED8, ED12
3 YEARS	ED4, ED5, ED7, ED11
4 YEARS	ED3, ED6, ED9
7 YEARS	ED10

As seen in Table 2, among the participants whose years of professional experience varied between 22 and 35 years, only ED10 showed a longer tenure as an education inspector and a higher number of years of professional experience compared to the others.

ED9 added the following statement to this question:

"I also think that there should be flexibility in the age limit and that individuals should be able to participate in the inspection process earlier than the 15-year inspection requirement. Furthermore, I believe that the participation of individuals who keep pace with the digital age and have received higher education in this field would be beneficial."

Findings Regarding the Use of Artificial Intelligence

All the Education Inspectors participating in the research answered positively to the question, "What are your opinions on the use of artificial intelligence?" However, some participants also emphasized the potential negative consequences and problems that could arise if it is used for malicious purposes, along with the benefits it provides. This relationship is shown in Table 3.

Table 3: Positive and Negative Aspects of Using Artificial Intelligence

Categories	Participants
Positive	
Negative consequences that positive outcomes may bring	ED1, ED2, ED3, ED4, ED5,ED6, ED8, ED9, ED11, ED7, ED10, ED12

As seen in Table 3, all of the statements made by education supervisors regarding the use of artificial intelligence mentioned its positive contributions. However, alongside these positive contributions, its negative aspects were also emphasized.

Participants ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, and ED11 expressed their opinions regarding the positive use of artificial intelligence. Their reasons for this positive view include: time savings, ease of use, helpful support, error correction, learning support, new idea generation, reduced workload, educational use, and especially the fact that all of these are achieved when used for the right purpose. In line with these opinions, some important points were mentioned within the positive contributions they highlighted. These explanations are expressed as follows;

ED1: "If used positively;..." I can say that it saves time and provides advantages."

ED2: "Positive, I think it should be used by teachers to support learning."

ED3: "I think it should be used in a beneficial and advantageous way."

Alongside these positive usage opinions, there are also participants who mentioned the negative aspects that it might bring. The Ministry's recent efforts to integrate artificial intelligence and internet-supported applications into schools were emphasized, but the negative aspects were also discussed. These negative aspects include: weakening thinking and evaluation skills, being used in a way that belittles human values, the inadequacy of the existing infrastructure in the TRNC, the need for in-service training in artificial intelligence and information technologies, insufficient information about the extent to which applications are used worldwide, and the institution's unfamiliarity with their use. Participants who expressed these views are identified as ED7, ED10, and ED12.

They also expressed the negative aspects that might accompany the positive usage opinions as follows; ED7:

"Artificial intelligence has developed very rapidly in a short time." Research shows that access to information is now very easy and very fast with artificial intelligence. I believe that its use for good purposes should be in education. I think it is a very ugly behavior to use it to mock and belittle our country's leaders and our people. When used for good purposes, artificial intelligence truly provides positive benefits."

Findings Regarding the Use of Artificial Intelligence Prior to the Role of Education Inspector

All Education Inspectors participating in the study were asked the following question as a research question: "Did you have any experience using artificial intelligence during your time as a subject teacher or school administrator before becoming an Education Inspector?" Participants ED1, ED2, ED4, ED5, ED6, ED7, ED8, ED9, and ED12 answered "no." Apart from these, participants ED3 and ED11 stated that they had limited use, and ED10 stated that although they did not have experience using artificial intelligence during their teaching career, they are currently encouraging its use, and provided explanations of how they did so. This is comprehensively shown in Table 4.

As seen in Table 4, participants were categorized into those who did not use, those who used it sparingly, and those who did not use it but encouraged its use. The statements they made are given below.

Participants ED1, ED4, ED7, ED8, ED9, and ED12 directly answered "No." In addition, participants ED2, ED5, ED6, and ED11 stated:

ED2: "Artificial intelligence did not exist when I was a teacher."

ED5: "I did not use artificial intelligence. Because it was not as widespread as it is today."

Table 4: Artificial Intelligence During Teaching and Administrative Periods

Categories	Participants
Non-user	ED1, ED2, ED4, ED5, ED6, ED7, ED8, ED9, ED12
Limited user	ED3, ED11
Non-user and non-encouraging use	ED10

ED6: "It did not exist because it had not been invented."

ED11: "After my two-year tenure as an education inspector, it began to develop rapidly. In other words, as an inspector who had worked as a school administrator for many years before becoming an education inspector, I had no experience with the use of artificial intelligence." "At the end of two years, a small seminar and information session was held at the Ministry of Education regarding the use of artificial intelligence."

These are the responses seen.

In the category of limited use, ED3 stated:

ED3: "Before taking office, there was limited use of artificial intelligence technologies, and I answered 'Partially'."

ED10, in the category of not using but encouraging, stated the following:

Findings Regarding the Progress of Existing Education Supervision Systems

All Education Supervisors participating in the research were asked the question, "How are the existing education supervision systems progressing?" In general, the answers given were: School Supervision, Candidate Teacher Supervision, Internal Supervision, External Supervision, Institution Supervision and Dormitory Supervision, Subject Group Supervision, Preliminary Investigation, Inquiry. However, there were also participants who touched upon the content of these headings. Within this content; The process of preparing reports, making recommendations and implementing them, school visits following complaints, teacher evaluations of in-service training, teacher self-evaluations, application of the "learning by doing" principle in observation and experimentation, frequent lesson monitoring processes, information on the use of artificial intelligence, and findings on European Union programs and hybrid progress are also observed. This is comprehensively shown in Table 5.

As shown in Table 5, the participating Education Inspectors ED1, ED2, ED3, ED4, ED5, ED6, and ED8 responded to this question by stating that the inspection processes proceed as follows: "School Inspection, Prospective Teacher Inspection, Internal Inspection, External Inspection, Institution-Private

Table 5: Current Progress in Monitoring

Categories	Participants
School Inspection	ED1, ED2, ED3, ED4, ED5, ED6, ED8
Prospective Teacher Inspection	ED1, ED2, ED3, ED4, ED5, ED6, ED7, ED8
Internal Audit	ED1, ED2, ED3, ED4, ED5, ED6, ED8
External Audit	ED1,ED2, ED3, ED4, ED5, ED6, ED8
Institutional-Private School and Dormitory Inspection	ED1, ED2, ED3, ED4, ED5, ED6, ED8
Departmental Inspection	ED1, ED2, ED3, ED4, ED5, ED6, ED8
Preliminary Investigation	ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9
Inquiry	ED1, ED2, ED3, ED4, ED5, ED6, ED8
In-depth Inspection Process	ED7, ED9, ED10, ED11, ED12

School and Dormitory Inspection, Subject Group Inspection, Preliminary Investigation, Investigation."

In addition to these statements, they also discussed the process of preparing reports, making and implementing recommendations, visiting the relevant school following a complaint, evaluating in-service training by teachers, teacher self-evaluations, applying the principle of learning by doing in observation and experimentation, frequent lesson inspection processes, providing information about the use of artificial intelligence, mentioning European Union programs and hybrid progress, and providing in-depth information on how they use artificial intelligence in existing systems. They specifically stated that they have transferred the criteria and standards from Europe to the TRNC within the scope of European Union Projects regarding inspection processes. The statements of participants ED7, ED9, ED10, ED11, and ED12 are as follows:

ED7: "Inspection processes proceed with examples such as school inspections and prospective teacher inspections. However, I think that artificial intelligence could provide conveniences in the report preparation phase (literature review)."

While ED11 states that artificial intelligence is not used in current educational inspection systems, ED12, on the contrary, states that inspection processes are carried out with a hybrid approach, combining both digital/technological tools and traditional face-to-face methods.

ED11: "I have not yet used artificial intelligence systems in current educational supervision processes."

ED12: "It is showing a hybrid approach."

Findings Regarding the Use of AI-Supported Supervision Applications in Supervision Processes

All Education Supervisors participating in the research were asked the question, "How do you evaluate the use of AI-Supported Supervision Applications in supervision processes?" They responded with answers such as time saving, helpful, beneficial, improving perspective, and incorporating European Union and OFSTED supervision processes. Along with these answers, ED11 stated that they do not have much experience with AI-supported supervision applications and that they are not open to their use. In light of these findings, the statements in Table 6 below are comprehensively presented.

Table 6 shows the findings regarding participants ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, and ED12, who generally stated that they "evaluate the use of AI-assisted audit applications in educational audit processes as beneficial, helpful, and helpful, as it improves perspective and strengthens auditing by saving time and speed."

Along with these statements, the responses of ED11 and ED7, who evaluated it negatively and used it less frequently, are as follows:

ED11: "I have no experience with the use of AI-assisted audit applications in audit processes. I prefer to observe human productivity and activities firsthand, being present in the environment. AI should not surpass humans. I don't particularly like the way our state administrators, our president, prime minister, and ministers, criticize and mock AI in relation to the state administration system and politics." "It should not be used for mocking purposes."

Table 6: Use of AI-Supported Supervision Applications

Categories	Participants
Time Saving	ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, ED12
Helpful	ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, ED12
Useful	ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, ED12
Multiple Perspectives	ED1, ED2, ED3, ED4, ED5, ED6, ED8, ED9, ED12
Negative Evaluator	ED11
Low User	ED7
OFSTED and European Union Comprehensive Audit Processes	ED10

ED7: "I don't use it much."

Findings Regarding the Advantages and Disadvantages of Using AI-Supported Supervision Applications

All Education Supervisors participating in the research were asked the question, "What are your thoughts on the advantages and disadvantages that AI-supported supervision applications will provide in the field of Education Management and Supervision?" In response, they stated the advantages and disadvantages as seen in Table 7, and in addition, ED7 and ED11 emphasized that they did not have extensive knowledge about the use of AI-supported supervision applications and acted according to legal procedures. In addition to these findings, it is seen that ED10 provided detailed information about the current situation. Apart from these, ED1, ED2, ED3, ED4, ED5, ED6, ED7, ED8, ED9, ED12 directly listed their advantages and disadvantages in the following points.

Table 7: Advantages and Disadvantages of AI-Powered Audit Applications.

Categories	Participants
Advantage	Minimizing errors, saving time, helpful, useful, readily available data in the system, data continuity, balanced work presentations, new ideas, report preparation
Disadvantage	Errors in report preparation, misinterpreting handwriting, reliability, confidentiality and discussions, lack of contribution from the auditor to the report, lack of infrastructure, data storage, informal observation, health problems
Legal Procedure	Progress in accordance with laws, statutes, and regulations
Non-user	Limited

It should not be used for mocking purposes.

As seen in Table 7, in terms of advantages, AI-assisted auditing applications provide significant advantages to education inspectors in auditing processes. These advantages are generally explained by the inspectors as follows:

"We consider the advantages of AI-assisted auditing to be: saving time in time management, providing ease of use with its accelerating effect, offering a balanced presentation of work, minimizing errors, offering improvements when preparing reports, providing different and multifaceted perspectives on events, contributing to the future generation of inspectors with the data loaded in the system for projects managed by BİTIP, affiliated with the Ministry of National Education, and being control-oriented."

ED7 and ED11 emphasized that they did not have extensive knowledge regarding the use of AI-assisted auditing applications and acted in accordance with legal procedures. Accordingly, in the statements of ED7 and ED11;

ED7: "I don't have extensive knowledge about its multifaceted use. I perform my duties by observing according to procedural rules."

ED11: "Since I don't use AI-assisted auditing applications, I don't know their advantages and disadvantages in the field of Educational Management and Supervision."

Findings Regarding Limitations and Risk Factors Arising from the Use of AI-Assisted Auditing Applications

In response to the research question posed to all participating Education Supervisors, "If these applications are used, what limitations and risk

factors do you think would arise?", the education supervisors indicated the following risks and limitations: dissemination and theft of confidential information, lack of protection of personal data, data falling into the hands of other institutions, errors in terms of time, margin of error, inability to conduct live observations of lessons, deletion/theft of data in the cloud system, problems with tracking each activity, the process becoming tedious, errors compared to human error, and errors caused by the uploading of incorrect information. Table 8 discusses the assessment of risk factors and limitations in virtual and natural environments. Additionally, ED7 indicated that they had no opinion on this matter.

In line with the findings in Table 8, ED1, ED2, ED3, ED4, ED5, ED6, ED8, and ED12 stated the following in their statements:

"Risk Factors and Limitations are considered to be: disclosure or theft of confidential information, lack of protection of personal data, sharing in different places, falling into the hands of other institutions, the occurrence of error margins and the need for investigation, and the misrepresentation of accurate information obtained from the field."

Along with these findings, ED11 stated:

Table 8: Risk and Limitation Formation According to Virtual and Natural Environments

Categories	Participants
Virtual Environment	Confidential information and data may be compromised due to: breach, dissemination, theft, sharing, deletion, inaccuracies in time, margin of error, limited lesson and activity tracking, lack of cloud systems, situational factors, economic difficulties, limitations in report preparation, non-compliance with regulations, erroneous data, supply issues, and weak judgment.
Natural Environment	There is a need for live monitoring, frequent observation in the natural environment, human creativity, holistic behavioral tracking, accurate information transfer, and field action.
No Comments	Lack of understanding on the subject.

ED11: *"Artificial intelligence can sometimes make mistakes. Humans don't make mistakes. Maybe it couldn't solve the question at that moment, but it shouldn't surpass human creativity. Artificial intelligence sometimes makes mistakes on some math and grammar questions you ask it."*

Findings Regarding the Evaluation of the Integration of AI-Powered Supervision Applications

All Education Supervisors participating in the study were asked the research question, "What would your opinions be if these applications were integrated?" The responses included positive opinions, no opinion, emphasis on necessary security measures, belief that they were already integrated, advantages, and highlighting areas where they would be used. ED9 and ED10, in particular, allowed for in-depth findings on this question. Table 9 comprehensively details this situation, categorized into positive and negative aspects, along with the benefits they would provide.

As shown in Table 9, there was a wide variety of opinions among the participants regarding the integration of AI-powered monitoring applications. Specifically, participants ED1, ED3, and ED4 expressed the same opinion, stating:

"I believe that reliability is the most important factor in its integration and that it would be positive."

Along with these opinions, ED5 and ED8 argued that it would save time, but would be disadvantageous in terms of security and privacy, and that security measures should also be taken. ED7, in addition, emphasized creativity, ease of use, and efficiency.

ED5: "I think that if this application is used, it will be advantageous in terms of saving time, but it may be disadvantageous in terms of security and privacy."

ED8: "It will definitely save time and speed. However, security measures should also be taken."

Conclusions

This research aims to evaluate the AI-assisted inspection practices of education inspectors (supervisors) actively working in the MEDDYK (Ministry

Table 9. Integration in AI-Powered Supervision Applications

Categories	Participants
Positive	Positive, advantageous, time-saving, ease of use, sustainability, archiving mechanism, corporate memory
Negative	Reliability and confidentiality factor, ethical issues, data security and privacy, behavior in the virtual environment, feedback, lack of infrastructure, uncertainty, creativity

of National Education's Institution for Supervision and Control of Educational Inspectors) according to the determined criteria. The findings assess the current processes and progress of education inspection, their comments and experiences regarding the use of AI, the advantages, disadvantages, limitations, and risk factors in the integration of AI-assisted inspection practices, and provide guidance to the reader on important points in this regard.

In the research, the majority of respondents viewed the effects of integrating AI-assisted inspection practices positively. This positive view is generally based on several advantages, including ease of use, time savings, reduced workload, helpful functions, guidance, multifaceted perspectives, support for learning, creation of materials, ease of reporting, providing a system that prepares future generations of inspectors, sustainability, contribution to the archival mechanism and strengthening institutional memory, and the possibility of real-time monitoring. These results are similar to and coincide with the results of Polat's (2024) research. In addition, the disadvantages, limitations, and risk factors include: the presence of individuals who use country administrators and people in a mocking and condescending manner; the possibility of dulling thinking and evaluation abilities; weakening of reasoning; problems in health; ethical issues; hallucinations observed in reporting; errors and inaccuracies in verification; issues affecting privacy such as the theft, use, dissemination, and sharing of information uploaded in the system by hackers or third parties in terms of data privacy and security; erroneous information entry in photos uploaded via handwriting; and the presentation of the report to the relevant person in its existing form by the artificial intelligence application without the auditor's contribution. These results show similarities with the results of Boztepe (2025). This situation also highlights the lack of technological infrastructure, insufficient internet access, insufficient number of auditors, and the need for in-service training in the TRNC.

The opinions gathered within the scope of the research show that both those who use AI-assisted auditing applications and those who do not are included. In particular, there were those who expressed negative evaluations regarding its use, criticizing the use of AI and AI-assisted auditing applications. These criticisms included concerns that AI should not replace humans, that it should not be used in a mocking or condescending manner towards state administrators such as the president, prime minister, and ministers, that it should not be used to criticize or ridicule the state administration system and politics, that it should not be used for mockery, that it should not be used for offensive purposes, and that there are concerns that human intelligence will decline or remain stagnant. These results are consistent with the findings of Taş (2023).

In light of these opinions, the necessity of acting in accordance with legal procedures and the role of this as an important factor in ensuring the validity and reliability of information were also mentioned. It was argued that the process is healthier because legal procedures are implemented by adhering to the principle of learning by doing and observation. The necessity of fieldwork among education inspectors was also emphasized. In particular, it is observed that the AI-assisted monitoring application can monitor the teacher's behavior in real-time during lesson supervision, but it is weak in this regard because it cannot predict what the student's behavior will be in response to this, or what the teacher's attitude will be in response to the feedback. These results are similar to the results of Magesh et al. (2025).

Regarding health, the discussion touched upon the fact that AI-powered monitoring applications would tie people to desks, leading to physical problems. It was also mentioned that these applications would create monotony, cause addiction from constantly looking at screens, and lead to eye and spinal problems. Currently, in the

education monitoring processes in the TRNC, data entry into school systems is underway, initial steps are being taken, and the BİTIP team affiliated with the Ministry of National Education is continuing its work on this matter. The interviews revealed that the Education Joint Services Department, the Directorate of Education and Training, and MEDDYK are making significant efforts in this area, following European and global trends. These findings are similar to those of Şanlı, Altun, and Tan (2015).

Furthermore, the results of the trainings conducted within the scope of the European Union Project were also discussed. It was observed that these trainings were received last year and all stakeholders benefited greatly from the process. Extensive research has revealed that the Ministry of National Education's official website describes this project as having two phases: the first, implemented between 2019-2022 as the "Establishment of Science Laboratories within the Scope of School Modernization Project," and the second, implemented between 2021-2024 as the "CDPIM Project (Continuous Professional Development and Supervision Mechanism Project)." The new supervision model adopts a contemporary and developmental approach, with European Union experts providing information on quality standards in theoretical developments and school self-assessment processes. Furthermore, the Continuous Professional Development program sees the education supervisor no longer solely as a controller, but as a guide and advisor.

When examining global education audit systems, particularly based on the studies of OFSTED (2025), Aguilar (2025), Lancrin & Vlies (2020), and Williamson (2023), it is observed that they utilize artificial intelligence in education audit processes, use it to improve education, support decisions, create diagnostic and predictive models, generate feedback, expand the scope of evaluation methods, facilitate auditing, and provide technological transformation. Along with this, they are also conducting studies on ethical issues and data privacy and security, developing various legal regulations, policies, guidelines, directives, and ethical and regulatory mechanisms known as Algorithmic Auditing. In light of these global developments, the TRNC has seen its education auditors receive training under the European Union Program. This project has provided professional development and identified needs analyses. Innovations have been introduced to the criteria and standards in education auditing, similar to those in Europe. It has been stated that quality standards have been established. It has been concluded that these projects contribute to all stakeholders in the audit process.

In conclusion, this research aims to contribute to the literature on various dimensions of AI-assisted auditing applications related to auditing processes within the context of Educational Management and Supervision. It is hoped that the findings will guide the more effective and efficient use of these systems and applications in education and educational supervision processes, offering improvements and enhancing quality.

Recommendations

Discussions were held in light of the research findings, and the research results were shared. This section presents some recommendations based on the research findings. These recommendations are presented in five ways: to teachers actively working in schools, relevant school administrators, education inspectors (supervisors) actively working in MEDDYK (a public institution affiliated with the Ministry of National Education), the TRNC Ministry of National Education, and researchers.

Recommendations for Teachers

Education supervision makes a significant contribution to improving the quality of education. Teachers also have very important roles to play in this process.

- The research was conducted with education inspectors. The findings indicate that teachers need to receive in-service training. They can participate in in-service training on the use of technological and information systems.
- In the research, attention should be paid to the protection of student data in terms of data confidentiality and security, while adhering to privacy and confidentiality in the use of artificial intelligence.
- In the research, ethical issues should be considered, student rights should be respected,

and the use of data for purposes other than necessary should not be permitted.
- In this research, information can be obtained by accessing various handbooks on artificial intelligence available on the Ministry of National Education's website, as well as handbooks published worldwide.

Recommendations for School Administrators

In the processes of educational management and supervision, school administrators have responsibilities as much as education inspectors. This contributes positively to improving the quality of education. In particular, since school administrators have important duties in ensuring and monitoring administrative processes within the school, it is seen that they also contribute to the supervision processes in this regard.

- Within the scope of data security obtained in the framework of the research findings, it is recommended that in-service training be provided to school administrators on data literacy, algorithm and machine learning literacy, artificial intelligence model school authorship, tool awareness, and purposeful use.
- The research emphasized the importance of interactive collaboration with stakeholders. Therefore, it is recommended that school administrators, assistants, and teachers work in constant interaction.
- The research addressed the issue of student data privacy and permissions within the context of ethical issues. Families can also be included in this process.
- The research highlighted the effectiveness of decision support systems. School administrators and administrative management can use artificial intelligence-supported applications in this regard.

Recommendations for Education Inspectors

- The research findings indicate that they utilize artificial intelligence applications in report preparation. After preparing the report, expert assistance can be sought to verify its accuracy.
- The research findings conclude that they quote from reports prepared by artificial intelligence applications without adding their own opinions. It is recommended that they evaluate these reports critically and avoid automation bias.
- The research findings suggest that they prepare presentations on in-service training received from the European Union to enlighten school administrations on decision support systems.
- It is recommended that they follow global education inspection systems regarding artificial intelligence applications used in education inspection processes and add suitable applications to the system.

Recommendations for the Ministry of National Education (MONE)

- The MONE is the institution responsible for education and education-related processes in the TRNC. It is responsible for conducting education supervision; ensuring legal compliance and standard control, providing guidance and on-the-job training; conducting institutional and performance evaluations, monitoring the curriculum; and carrying out tasks within the scope of investigation and inquiry.
- According to the findings of the research; in line with international studies, legislation, laws, regulations, and bylaws regarding the use of artificial intelligence and AI-supported supervision systems can be prepared and published in the TRNC.
- The research findings indicate that a limited number of education inspectors participate in comprehensive in-service training on the use of artificial intelligence. This in-service training can be increased.
- The research results suggest that suggestions and solutions can be developed for providing technological infrastructure in the AI and internet-based studies initiated by BİTIP in schools.
- Based on the research findings that the number of inspectors is low and that this would lighten the workload, the number of educa-

tion inspectors in the field of supervision can be increased.

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