

ANÁLISIS DE LA PERCEPCIÓN DEL PROFESORADO DE GALICIA SOBRE LAS FUNCIONES DE LA INSPECCIÓN EDUCATIVA

ANALYSIS OF TEACHERS' PERCEPTION IN GALICIA REGARDING THE FUNCTIONS OF EDUCATION INSPECTORATE

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Resumen

El artículo analiza las percepciones del profesorado de Galicia sobre las funciones de la Inspección Educativa, centrándose en tres dimensiones: supervisión, evaluación y asesoramiento. En la introducción, se revisa la

evolución legislativa de la Inspección Educativa en España, con especial atención a las distintas leyes orgánicas que han definido sus funciones y se clasifican sus principales áreas de actuación en supervisión, evaluación y asesoramiento. En la metodología, se detalla el diseño de un cuestionario como instrumento de recogida de datos, aplicado a 351 docentes de diferentes niveles educativos, así como el análisis estadístico realizado. Los resultados muestran una percepción globalmente positiva de la Inspección Educativa, destacando el asesoramiento como la función mejor valorada. Además, se identifican diferencias significativas según el nivel educativo y los años de experiencia, con una valoración más favorable entre los docentes con mayor trayectoria profesional. Finalmente, las conclusiones subrayan esta percepción positiva y proponen líneas de investigación futura, como el análisis del conocimiento de la Inspección en la formación inicial y permanente del profesorado.

Palabras clave: *Educación, Análisis, Realización de Modelos y Planificación Estadística, Organización y dirección de las instituciones educativas, Política Educativa.*

Abstract

The article analyses the perceptions of teachers in Galicia regarding the functions of the Education Inspectorate, focusing on three dimensions: supervision, evaluation, and counselling. The introduction reviews the legislative evolution of the Education Inspectorate in Spain, with special attention to the different organic laws that have defined its functions, and classifies its main areas of action into supervision, evaluation, and advisory support. The methodology section details the design of a questionnaire as a data collection instrument, applied to 351 teachers from different educational levels, as well as the statistical analysis performed. The results show a generally positive perception of the Education Inspectorate, highlighting

advisory support as the best-valued function. Additionally, significant differences are identified according to educational level and years of teaching experience, with a more favourable perception among teachers with longer professional trajectories. Finally, the conclusions emphasize this positive perception and propose future lines of research, such as analysing the knowledge of the Education Inspectorate in the initial and ongoing training of teachers.

Keywords: *Education, Analysis, Model Development, and Statistical Planning, Organization and Management of Educational Institutions, Educational Policy.*

INTRODUCTION

Education constitutes a fundamental right for all citizens, as established in article 27 of the Spanish Constitution, which is exclusively dedicated to the regulation and guarantee of this right. In this context, the Education Inspectorate is the institution in charge of supervising, guaranteeing and protecting the fulfilment of this right from a technical and pedagogical perspective. In order to fulfil this mission, it is essential to provide the Education Inspectorate with a set of functions and powers that regulate and define its actions, which will be analysed in this paper.

Over the years, the different Organic Laws on Education have developed and specified these functions, adapting them to the changing needs of the education system and aligning them with the constitutional mandate. Furthermore, the territorial organisation model of the Spanish State, which recognises the autonomy of the Autonomous Communities, has favoured the transfer of competences in educational matters. This process has given the autonomous education administrations the responsibility for organising, regulating and managing the education inspectorate in their respective territories, thus generating certain variations in its operation and competences, although maintaining a common framework (Mayorga, 2016).

This article presents and analyses the functions of the Education Inspectorate, both in its historical evolution and in its current configuration. It highlights the coincidences and differences present in the different regulations, with the aim of outlining a comprehensive model of inspection that reflects its main areas of action. It also analyses the perceptions of teachers in Galicia with regard to the functions of the Education Inspectorate, providing an empirical view of how its professional work is valued.

Therefore, the specific objectives of this study are: to structure and classify the functions of the Education Inspectorate, to design a questionnaire based on these functions to collect teachers' perceptions, to analyse the data obtained and to present the main results. This analysis will provide an in-depth

understanding of how the Inspectorate's work is perceived and which aspects are most valued or could be improved, providing a basis for future reflections and lines of research in the field of education.

1. FUNCTIONS OF THE EDUCATION INSPECTORATE

Education is a fundamental right recognised in article 26 of the Universal Declaration of Human Rights (1948) and in article 27 of the Spanish Constitution of 1978. This right, which is essential for individual and social development and the progress of nations, requires mechanisms that guarantee its fulfilment in conditions of quality and equity. Among these mechanisms, the Education Inspectorate plays a fundamental role, since its main purpose is to ensure that the education system functions effectively and that the educational rights of all citizens are respected.

The Education Inspectorate in Spain, with more than 165 years of history, is responsible for supervising educational processes from a technical and professional perspective. By constitutional mandate, it is responsible for guaranteeing the right to education, a task that has been regulated over time in the various Organic Laws on Education. This body has a direct impact on the different agents involved in the educational process, ensuring compliance with regulations, evaluating the quality of the system and providing advice to the educational community (Vidorreta, 2024).

The current regulatory framework is defined by Organic Law 2/2006, of 3 May, on Education (LOE), amended by Organic Law 3/2020, of 29 December (LOMLOE). The latter reinforces the role of the Education Inspectorate, maintaining the basic articles of the LOE with the relevant modifications, and repeals Organic Law 8/2013, of 9 December (LOMCE). In this context, the territorial organisation model of the State has granted the Autonomous Communities powers in educational matters, which means that each educational administration is responsible for regulating the organisation and functioning of the Inspectorate in its area.

In this section, the crucial role of the Education Inspectorate as a

guarantor of educational quality and its evolution within the framework of educational policies in Spain will be understood. To this end, the functions of the Education Inspectorate, mainly set out in articles 151 and 153 of the LOE, will be analysed in depth. In addition, the basic rules of its operation will be addressed, considering the particularities of the Autonomous Communities that make up a common inspection model with specific nuances.

1.1. HISTORICAL EVOLUTION OF INSPECTORATE THROUGH LEGISLATION

The assignment of functions to any body requires, first of all, a clear definition of its objectives. The Education Inspectorate is no exception and it is therefore essential to situate it within the current legal framework. This framework originates in the Spanish Constitution, specifically in article 27.8, which establishes that the public authorities must inspect and standardise the education system in order to guarantee compliance with the law.

Since the advent of democracy, the various Organic Laws on Education have developed this constitutional mandate, shaping the concept of Education Inspectorate. At present, the Inspectorate is regulated in Title VII of Organic Law 2/2006, of 3 May, on Education (LOE). Article 148.2 of this law attributes to the public authorities the responsibility for organising, regulating and exercising educational inspection in their respective territorial areas.

This approach is aligned with the territorial organisation model of the Spanish State, which recognises the distribution of competences between the State and the Autonomous Communities. Furthermore, article 148.3 of the LOE defines the purpose of the Education Inspectorate, stating that its action covers all elements of the education system. Its main purpose is to guarantee compliance with the law, to ensure the rights and duties of those involved in the educational process, and to contribute to the improvement of the education system, with special attention to quality and equity in education.

The current model of Education inspectorate in Spain is developed in articles 149 to 154 of the LOE, configuring a dual system of competences. On

the one hand, the High Inspectorate, regulated in article 149, is the responsibility of the State and its mission is to ensure the cohesion and coordination of the education system at national level. On the other hand, the Education Inspectorate is managed by the education authorities of the Autonomous Communities within their respective territories, as provided for in article 154. Finally, articles 151 and 153 of the LOE detail the specific functions and powers of the Education Inspectorate. These articles establish the competences aimed at supervising compliance with regulations, evaluating the quality of the education system and offering advice to the educational community, thus consolidating the essential role of the Inspectorate as a guarantor of the right to quality education under conditions of equity (Salinas, 2024).

However, if a historical review is made, the first regulation that established an educational system in Spain was the Law of Primary Instruction of 9 September 1857, known as the Moyano Law. This law confirmed the functions assigned to the Education Inspectorate previously set out in the Royal Decree of 30 March 1849 and in the Regulations for Primary Education Inspectors of the Kingdom of the same year. According to the latter regulation, the responsibilities of provincial inspectors included supervising compliance with laws, reviewing teaching methods and controlling the correct management of schools, focusing mainly on monitoring tasks (Camacho, 2015).

Over the course of more than a century, the functions of the Education Inspectorate have undergone significant changes. Although the control of regulatory compliance has been a constant function, its rigour has varied according to the historical context. Nevertheless, in certain periods, relevant innovations emerged, although some of them were not consolidated over time. A prominent example is the Decree of 2 December 1932, enacted during the Second Republic, which added functions with a reformist and pedagogical focus. These functions included guiding, promoting and

directing the National Schools, collaborating in the professional improvement of teachers and encouraging pedagogical development in schools.

Another relevant regulation was the 1967 Regulation of the Professional Inspectorate of Primary Education, which replaced the 1932 Decree. This regulation expanded the functions of the Inspectorate, with bureaucratic tasks predominating, although it also included some technical tasks, consolidating a more administrative approach to inspection work.

Law 14/1970 of 4 August 1970 on General Education and the Financing of Educational Reform (LGE) represented a step forward in the modernisation of the Spanish education system. Article 142 specified the functions of the Inspectorate, then known as the *Servicio de Inspección Técnica de Educación* (Technical Education Inspection Service):

a) Ensure compliance with laws, regulations and other provisions in all State and non-State institutions in the field of education.

b) Collaborate with the planning services in the study of educational needs and in the elaboration and implementation of the school map of the areas where it exercises its function, as well as to carry out research concerning the educational problems of these areas.

(c) Advise teachers in State and non-State schools on the methods best suited to the effectiveness of the teaching they provide.

d) Evaluate the educational performance of the schools and teachers in their respective areas or in the speciality for which they are responsible in collaboration with the Institutes of Educational Sciences. To this end, it shall take into account the guidance and internal inspection activity which, where appropriate, may be established for its centres by the Promoting Entities.

e) To collaborate with the Institutes of Education Sciences in the organisation of courses and activities for the improvement or updating of teaching staff.

These functions marked a significant change in the conception of the Education Inspectorate, reinforcing its pedagogical dimension and reducing

the emphasis on control. In addition, the function of advising teachers and collaborating in the training of teaching staff was incorporated, a function which would not be maintained in future regulations.

Subsequently, Organic Law 8/1985 of 3 July 1985, regulating the Right to Education (LODE), was the first organic law passed after the Spanish Constitution and is still partially in force. Although it does not explicitly mention the function of the Education Inspectorate, it implicitly recognises it by highlighting its role in supervision, control and collaboration to improve the quality of education. Article 18.2 states that the competent education authorities, together with the governing bodies of schools, are responsible for guaranteeing the fulfilment of educational objectives, the improvement of the quality of education and respect for the rights and duties of the educational community.

The Organic Law 1/1990, of 3 October, on the General Organisation of the Education System (LOGSE), in its article 61, establishes four main functions for the Education Inspectorate:

- a) Collaborate in the improvement of teaching practice, the functioning of the centres and the processes of educational renewal.
- b) Participate in the evaluation of the education system.
- c) Ensure compliance with laws, regulations and other general provisions in the field of the education system.
- d) Advise and inform all sectors of the educational community in the exercise of their rights and in the fulfilment of their obligations.

Unlike previous laws, the LOGSE defines a reduced number of functions for the Inspectorate. This change coincides with the formal disappearance of the Inspectorates, which were replaced by the concept of "inspection function". The law places special emphasis on the pedagogical character of the Inspectorate, underlining its collaborative role in educational improvement. In addition, it extends the scope of the inspectorate to all sectors of the educational community. A novel aspect is the participation of the Inspectorate

in the evaluation of the education system, although the specific areas of intervention are not specified.

For its part, Organic Law 9/1995, of 20 November 1995, on the Participation, Evaluation and Governance of Educational Institutions (LOPEGCE) marked a significant advance in the regulation of the Education Inspectorate. This law marked a milestone by dedicating Title IV (articles 35 to 43) specifically to the Inspectorate, consolidating and extending aspects already included in previous regulations, such as the quality factors present in the LOGSE. Article 35 establishes the legal basis of the Education Inspectorate, linking its exercise to the authority of the education authorities recognised by the Constitution. According to this article, the authorities have the responsibility to supervise all centres, programmes, services and activities, both public and private. The aim of this supervision is to guarantee compliance with the law, to ensure the rights and duties of those who participate in the educational processes, and to contribute to the improvement and quality of the educational system.

Article 36 of the LOPEGCE specifies the functions of the Inspectorate:

- a) Control and supervise, from a pedagogical and organisational point of view, the operation of both public and private educational centres.
- b) Collaborate in the improvement of teaching practice and the functioning of schools, as well as in the processes of educational reform and pedagogical renewal.
- c) Participate in the evaluation of the education system, especially in the evaluation of schools, the management function and the teaching function, through the analysis of their organisation, operation and results.
- d) Ensure compliance, in educational centres, with the laws, regulations and other provisions in force that affect the education system.
- e) Advise, guide and inform the different sectors of the educational community in the exercise of their rights and in the fulfilment of their obligations.

f) Report on educational programmes and activities promoted or authorised by the competent educational administrations, as well as on any aspect related to education that may be required by the competent authority or that it becomes aware of in the exercise of its functions, through the regulatory channels.

The following articles of the LOPEGCE introduce relevant novelties. These include the creation of the Corps of Education Inspectors, which professionalises and formally structures the work of inspectors. Another important aspect is the consideration of inspectors as a public authority, which gives them legal recognition and reinforces their capacity for action. The law also grants education authorities the power to organise and regulate their own inspection system, adapting it to their specific needs.

Subsequently, Organic Law 10/2002, of 23 December 2002, on the Quality of Education (LOCE) proposed specialisations of the Education Inspectorate, taking into account the different educational levels and teaching specialities, and the functions were maintained with some new features, as set out in article 105.1:

a) Control and supervise, from a pedagogical and organisational point of view, the operation of both public and private educational centres.

b) Supervise teaching practice and collaborate in its continuous improvement and in that of the functioning of the centres, as well as in the processes of educational reform and pedagogical renewal.

c) Participate in the evaluation of the education system, especially in the evaluation of schools, the management function and the teaching function, through the analysis of their organisation, operation and results.

d) Ensure compliance, in educational centres, with the laws, regulations and other provisions in force that affect the education system.

e) Advise, guide and inform the different sectors of the educational community in the exercise of their rights and in the fulfilment of their obligations.

f) Report on educational programmes and activities promoted or authorised by the competent educational administrations, as well as on any aspect related to education that may be required of it by the competent authority or that it becomes aware of in the exercise of its functions, through the regulatory channels.

Thus, the LOCE reinforces the supervisory role of the Education Inspectorate. Although collaboration in the improvement of teaching practice and the functioning of schools is mentioned, the main emphasis is on supervision, with counselling as a subsequent phase of this supervisory work.

1.2. CURRENT FUNCTIONS OF EDUCATION INSPECTORATE

Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE) has introduced significant changes to the Education Inspectorate. The main new features include the incorporation of new functions as it modifies sections a and h of article 151 of the LOE (2006), defining them as the tasks to be performed by inspectors to ensure compliance with their objectives. These functions include:

a) Supervise, evaluate and control, from a pedagogical and organisational perspective, the functioning of educational centres, as well as the projects and programmes they develop, respecting the framework of autonomy established by law.

b) Supervise teaching practice and the management function, collaborating in its continuous improvement.

c) Participate in the evaluation of the education system and its components.

d) Ensure compliance with the laws, regulations and other provisions in force that affect the education system in educational centres.

e) Guarantee the application of the principles and values set out in the law, including those aimed at promoting effective equality between men and women.

f) Advise, guide and inform the different sectors of the educational

community in the exercise of their rights and the fulfilment of their obligations.

g) Issue reports at the request of the educational administrations or derived from the knowledge acquired in the exercise of their functions, following the regulatory procedures.

h) Guide management teams in the implementation and monitoring of measures to foster coexistence, the participation of the educational community and conflict resolution, promoting and participating in mediation processes when necessary.

These changes reinforce the role of the Education Inspectorate not only as a supervisory and control body, but also as an active agent in the improvement of educational quality and the promotion of coexistence and equality in schools.

1.3. FUNCTIONS OF EDUCATION INSPECTORATE IN GALICIA

With regard to the regulations in force in the Autonomous Community of Galicia on Education Inspectorate, article 3 of Decree 99/2004, of 21 May, which regulates its organisation and functioning, sets out the functions of education inspectorate:

a) Control and supervise, from a pedagogical and organisational point of view, the operation of both public and private educational centres.

b) Supervise teaching practice and collaborate in its continuous improvement and in that of the functioning of the centres, as well as in the processes of educational reform and pedagogical renewal.

c) Participate in the evaluation of the education system, especially in that which corresponds to schools, the management function and the teaching function, through the analysis of their organisation, operation and results.

d) Ensure compliance in educational establishments with the laws, regulations and other provisions affecting the education system.

e) Advise, guide and inform the different sectors of the educational

community in the exercise of their rights and in the fulfilment of their obligations.

f) Report on educational programmes and activities promoted or authorised by the Regional Ministry of Education and University Planning, as well as on any aspect related to education that may be required by the competent authority or that it becomes aware of in the exercise of its functions, through the regulatory channels.

g) Any others attributed to it within the scope of its competences.

Likewise, the Order of 13 December 2004, which develops Decree 99/2004, of 21 May, in relation to the regulation of the functioning of the Education Inspectorate and access to the Corps of Education Inspectors in the Autonomous Community of Galicia; in its article 1 indicates that in addition to the functions assigned in article 3 of Decree 99/2004, of 21 May, the inspectors will promote the exchange of educational experiences and will favour any aspect tending towards the improvement of the quality of education.

Consequently, the functions of the Education Inspectorate as defined in article 151 of the Organic Law on Education (LOE) and in the current regulations of the Autonomous Community of Galicia, specifically in article 3 of Decree 99/2004 of 21 May, clearly correspond in terms of their fundamental objectives. Both regulations emphasise the supervision and control of the functioning of educational centres, both in their pedagogical and organisational dimensions, as well as the supervision of teaching practice and collaboration in its improvement. They also coincide in attributing to the Inspectorate the function of participating in the evaluation of the education system, covering both management and teaching, and in ensuring compliance with the laws and regulations in force.

However, Galician legislation broadens the scope of functions by incorporating, through the Order of 13 December 2004, an additional responsibility related to the promotion of the exchange of educational

experiences and the promotion of the improvement of the quality of teaching, an aspect not explicitly specified in article 151 of the LOE. Furthermore, Decree 99/2004 underlines the obligation to report on specific educational programmes and activities of the Regional Ministry of Education, which reinforces the role of the Inspectorate as an intermediary between the educational administration and schools. Thus, while the state framework establishes the essential functions of supervision, control, advice and evaluation, the Galician regulations add a more specific and continuous improvement-oriented approach, extending the functions with specific actions of pedagogical support and exchange.

1.4. CLASSIFICATION OF THE FUNCTIONS OF EDUCATION INSPECTORATE

The functions of the Education Inspectorate can be structured around three main axes: supervision, evaluation and counselling, which are interrelated and complement each other in the exercise of inspection work. Supervision provides a detailed analysis of educational processes, evaluation makes it possible to assess their effectiveness, and counselling derives from both functions, offering guidance for improving the elements evaluated. They are, therefore, three essential pillars for guaranteeing quality and equity in the education system (Casanova, 2005).

Specifically, supervision is defined as the set of actions that education inspectors carry out to analyse, assess and guarantee the correct functioning of the different agents and processes of the education system. Its purpose is not only to verify compliance with regulations, but also to identify areas for improvement and propose guidelines that favour the quality of the system. This area encompasses various perspectives: pedagogical and organisational supervision of schools, educational supervision, supervision of teaching practice and supervision of the management function. Although supervision has a control component, its focus is technical-pedagogical, as it is not limited to monitoring, but also collaborates in the continuous improvement of

the system. In this sense, the Education Inspectorate has the authority to carry out comprehensive supervision of all areas of education thanks to its strategic position within the system and its specialised knowledge (Secadura, 2008).

Evaluation is an essential function that cuts across all inspectorate activities (RuI, 2006). It involves gathering relevant information on the different elements of the education system in order to make value judgements that facilitate decision-making and guide improvement actions. The Organic Law on Education (LOE) recognises evaluation as a central function of the inspectorate, extending it to all aspects of the system. However, the development of this function faces difficulties due to the lack of an evaluative culture in schools (Esteban, 2007). Despite these obstacles, evaluation remains a key tool for ensuring educational quality and optimising the performance of schools, teachers and learning processes.

Counselling is the process by which Education Inspectors provide guidance to different sectors of the educational community, helping them to solve problems and improve their performance. This function does not consist of imposing solutions, but rather of providing the necessary tools for those involved to make informed and effective decisions. Article 151 of the LOE establishes that the Inspectorate's advice is aimed at all sectors of the educational community in the exercise of their rights and the fulfilment of their obligations. Inspectors, due to their specialised knowledge, are able to advise on school organisation, evaluation, management and curriculum. According to López (2005), counselling is a fundamental function which, together with evaluation, occupies a large part of the inspectors' daily activity. In addition to their direct work with the educational community, inspectors issue reports requested by educational administrations, providing key information for decision-making in the field of educational policies. This informative function is essential to ensure that administrative decisions are based on a rigorous and up-to-date knowledge of the educational reality.

Finally, it is important to stress that advice does not cancel out the functions of monitoring and evaluation, but rather complements them, since the guidance provided by the Inspectorate is derived from the in-depth knowledge it obtains through monitoring and evaluation.

2. METHODOLOGY

Once the functions of the inspectorate had been clarified and the three dimensions of its work had been established, a questionnaire was designed to analyse teachers' perceptions. The questionnaire used in this study was specifically designed to analyse teachers' perceptions of the functions performed by the Education Inspectorate. This instrument is structured in four main blocks which allow information to be collected in an orderly and coherent manner. The first block collects socio-demographic data such as gender, level of education taught and years of teaching experience. The next three blocks focus on the fundamental axes of the inspectorate's functions: supervision, evaluation and counselling.

A closed-ended question format with response options using a 5-point Likert-type scale was chosen. On this scale, participants rate each item according to their degree of agreement or perception, where: 1 (Strongly disagree), 2 (Disagree), 3 (Neither agree nor disagree), 4 (Agree), 5 (Strongly agree). This format allows precise quantification of responses and facilitates statistical analysis, providing a detailed picture of teachers' perceptions of the functions of the inspectorate. This approach allows for the collection of standardised information and facilitates quantitative analysis of the data obtained. In addition, the questionnaire is presented in digital format, which offers participants the possibility to complete the questionnaire autonomously and at a time that is convenient for them, thus ensuring greater accessibility and flexibility.

Likewise, the design of the questionnaire has tried to ensure clarity and objectivity in the formulation of the questions, avoiding ambiguities that could influence the answers. Specific items have been developed to assess how

teachers perceive the functions of supervision, evaluation and counselling by the inspectorate. In addition, each of these areas is approached from different perspectives, thus allowing for a more complete and detailed analysis.

Despite the advantages of this instrument, such as the efficient collection of information from a large number of participants and the standardisation of responses, it also has some limitations. These include the risk of obtaining biased or socially desirable responses, the lack of depth in the answers and the impossibility of clarifying doubts or clarifying complex aspects. To mitigate these limitations, special attention has been paid to the wording of the items, ensuring their precision and relevance in relation to the functions of the Inspectorate.

The following questionnaire has been developed:

I. Socio-demographic data

1. Sex:

☐ Man

☐ Woman

2. Level of education at which you teach:

☐ Early Childhood Education

☐ Primary Education

☐ Secondary Education

☐ Vocational Training

3. Years of teaching experience:

☐ Less than one

☐ Between two and five

☐ Five to ten

☐ More than ten

II. Supervision

4. Do you consider that the Education Inspectorate effectively supervise teaching practice at your school?

5. To what extent does the Education Inspectorate contribute to the improvement of the organisation of the functioning of your school?

6. Do you consider that the Education Inspectorate monitors compliance with regulations in your school?

III. Evaluation

7. Does the Education Inspectorate promote a culture of continuous evaluation in your school?

8. Do you consider that the Education Inspectorate has an active role in the evaluation of students' academic performance?

9. To what extent does the Education Inspectorate help to identify areas for improvement in your school?

IV. Counselling

10. Do you receive advice from the Education Inspectorate on pedagogical and organisational issues?

11. To what extent have the guidelines of the Education Inspectorate helped you in the organisation and running of your school?

12. Do you consider that the Education Inspectorate is accessible to resolve doubts and provide support?

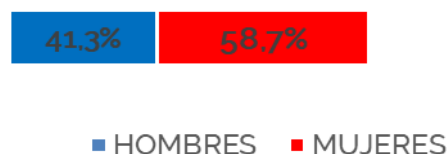
4. PRESENTATION AND DISCUSSION OF THE RESULTS

The sample size of this study consisted of 351 teachers, selected from a total of approximately 31603 teachers in the Autonomous Community of Galicia according to official figures. This sample size allowed sufficient data to be collected to carry out an analysis of teachers' perceptions of the functions of the Education Inspectorate in relation to the dimensions of supervision, evaluation and counselling.

The non-probabilistic convenience sampling technique was used, selecting participants based on their availability at the time of data collection. This methodological choice responded to reasons of accessibility and to time and resource constraints.

The results are presented below with regard to the distribution of the sample according to gender, level of education at which they teach and years of teaching experience. In relation to gender, 41.3 % of the participants were male, which corresponds to a total of 145 persons. On the other hand, 58.7 % of the sample was composed of women, with a total of 206 teachers (see Graph 2).

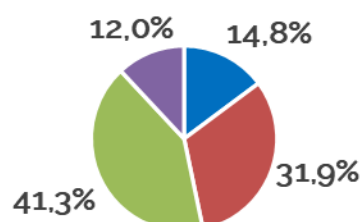
Distribución por sexo



Graph 1. Distribution by sex. Source: own elaboration

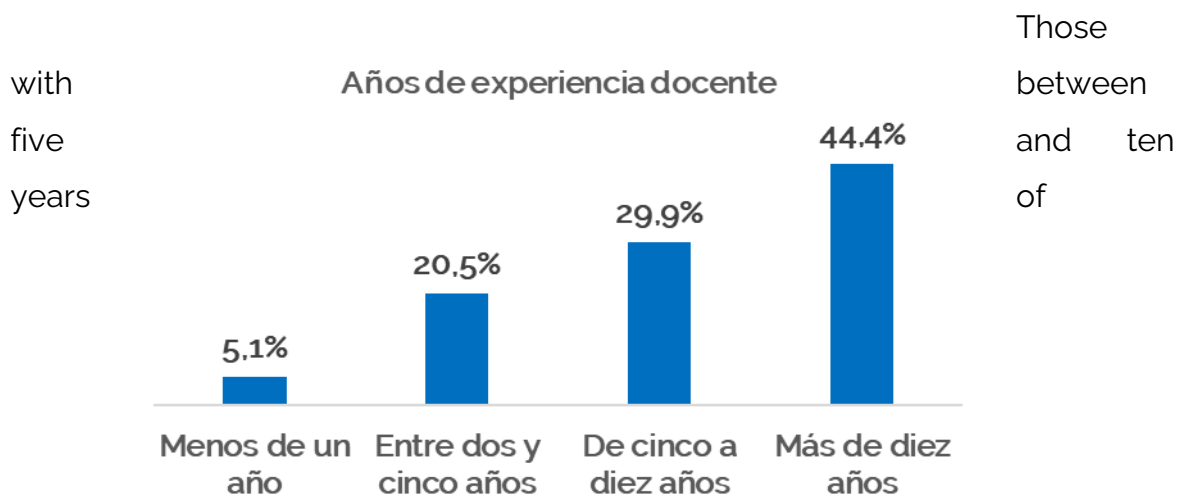
In terms of the level of education at which they teach, 14.8 % of the respondents work in Early Childhood Education, i.e. 52 participants. In Primary Education, 31.9 % of the sample, with 112 teachers. Secondary education accounts for 41.3 %, with a total of 145 persons, while Vocational Training accounts for 12.0 %, with 42 participants (see Graph 2).

Nivel educativo en el que imparten docencia



Graph 2. Distribution by educational level. Source: own elaboration.

In terms of years of teaching experience, 5.1 % of the respondents have less than one year of teaching experience, equivalent to 18 people. 20.5 % have been teaching for between two and five years, with 72 respondents.



experience represent 29.9%, i.e. 105 teachers. Finally, the largest group is those with more than ten years of experience, who represent 44.5 % of the sample, with a total of 156 persons (see Graph 3).

Graph 3. Years of teaching experience. Source: own elaboration.

Subsequently, the responses corresponding to the three main dimensions of the functions of the Education Inspectorate were analysed: supervision, evaluation and counselling. The results reflect a mostly positive perception on the part of teachers in each of these areas (see Table 1).

D imensi on	Question	A verag e (out of 5)	Favou rable perception (4 o 5)
Supervi sion	Do you consider that the inspectorate supervises teaching practice effectively?	3,8	67 % (235 teachers)

	To what extent does the Inspectorate contribute to improving the organisation of the institution?	4	71 % (249 teachers)
	Do you believe that the Inspectorate monitors compliance with regulations?	3,7	63 % (221 teachers)
Evaluation	Does the inspectorate foster a culture of continuous evaluation in your institution?	3,6	60 % (211 teachers)
	Do you see an active role for the inspectorate in student assessment?	3,5	58 % (204 teachers)
	To what extent does the Inspectorate help to identify areas for improvement?	3,8	65 % (228 teachers)
Counselling	Do you receive advice from the inspectorate on pedagogical and organisational issues?	3,7	62 % (218 teachers)
	Has the Inspectorate's guidance contributed to the improvement of your institution?	3,9	68 % (239 teachers)
	Do you feel that the Inspectorate is accessible to answer questions and offer support?	4	70 % (246 teachers)

Table 1. Results for each question. Source: own elaboration.

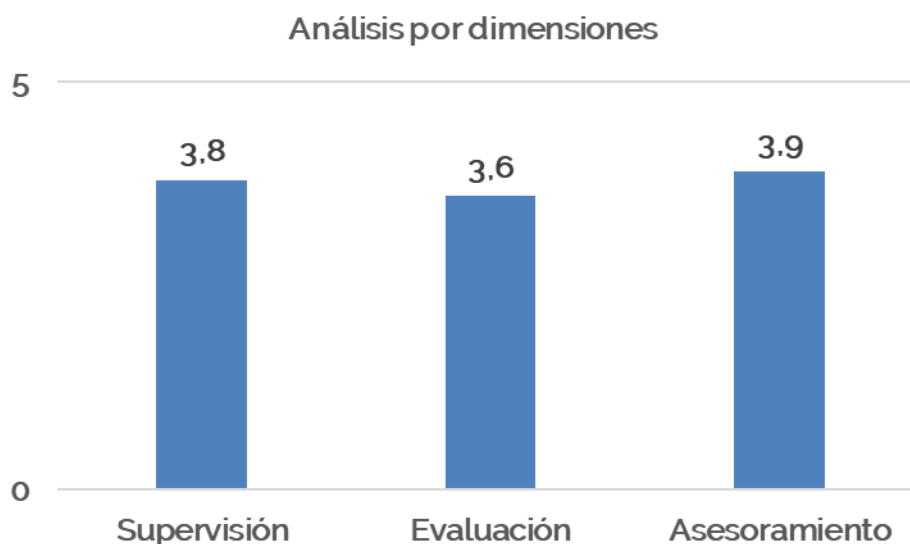
In terms of supervision, 67 % of teachers consider that the Education Inspectorate monitors teaching practice effectively, with an average score of 3.8 out of 5. In addition, 71 % of respondents believe that the inspectorate contributes to improving the organisation of the school, with an average score of 4.0 out of 5. On the other hand, 63 % say that the inspectorate monitors compliance with regulations constantly or frequently, with an average score of 3.7 out of 5.

With regard to evaluation, 60% of respondents agree or strongly agree that the inspectorate promotes a culture of continuous evaluation, with an average score of 3.6 out of 5. In addition, 58% of the respondents also rate positively the active role of the Inspectorate in the evaluation of students'

academic performance, with an average score of 3.5 out of 5. Finally, 65 % consider that the inspectorate helps to identify areas for improvement at the school, with an average score of 3.8 out of 5 for this item.

In relation to counselling, 62% of teachers report receiving advice on pedagogical and organisational issues on a frequent or occasional basis, with an average rating of 3.7 out of 5. In addition, 68 % of respondents think that the guidance provided by the inspectorate has contributed to the improvement of the school's organisation, with a score of 3.9 out of 5. Finally, 70 % consider that the inspectorate is accessible to answer questions and offer support, with an average score of 4.0 out of 5.

In addition, for each of the dimensions analysed - supervision, evaluation and counselling - a perception index was calculated by averaging the scores obtained in the corresponding questions. The results reflect an overall positive assessment of the functions of the Education Inspectorate in the three areas evaluated.



Graph 4. Analysis of the average by dimension. Source: own elaboration.

In the supervision dimension, an average score of 3.8 out of 5 was obtained, indicating a positive assessment by the teaching staff in relation to

the monitoring of teaching practice, compliance with regulations and improvement of the organisation of the school. The evaluation dimension achieved an average score of 3.6 out of 5, which is interpreted as a moderately positive rating. This result reflects the fact that, although the inspectorate is perceived as an active agent in the evaluation of the education system and in the identification of areas for improvement, its work in this area could be strengthened in order to achieve a more favourable perception. On the other hand, the dimension of counselling obtained the highest score, with an average of 3.9 out of 5, which shows a clearly positive perception. The inspectorate's accessibility in resolving doubts and offering guidance on organisational and pedagogical issues is particularly noteworthy, and this is favourably rated by most teachers (see Graph 4).

In addition, an analysis of general trends (see Table 2) revealed that 66% of the participants have a favourable perception of the functions of the Education Inspectorate, i.e. they gave scores of 4 (Agree) or 5 (Strongly Agree) on the different dimensions assessed.

	Strongly Disagree (1) Disagree (2) - Neutral (3)	Agree (4) - Strongly agree (5)
Supervision	116 (33%)	235 (67%)
Evaluation	140 (40%)	211 (60%)
Counselling	105 (30%)	246 (70%)
Average	120 (34%)	231 (66%)

Table 2. Distribution of responses by category. Source: own elaboration.

When group comparisons were made, no significant differences were identified between men (67%) and women (65%) in overall perception (see Table 3).

	Strongly Disagree (2) - Neutral (3)	Agree (4) - Strongly agree (5)
Men	48 (33%)	97 (67%)
Women	72 (35%)	134 (65%)

Table 3. Distribution of responses by sex. Source: Prepared by the authors.

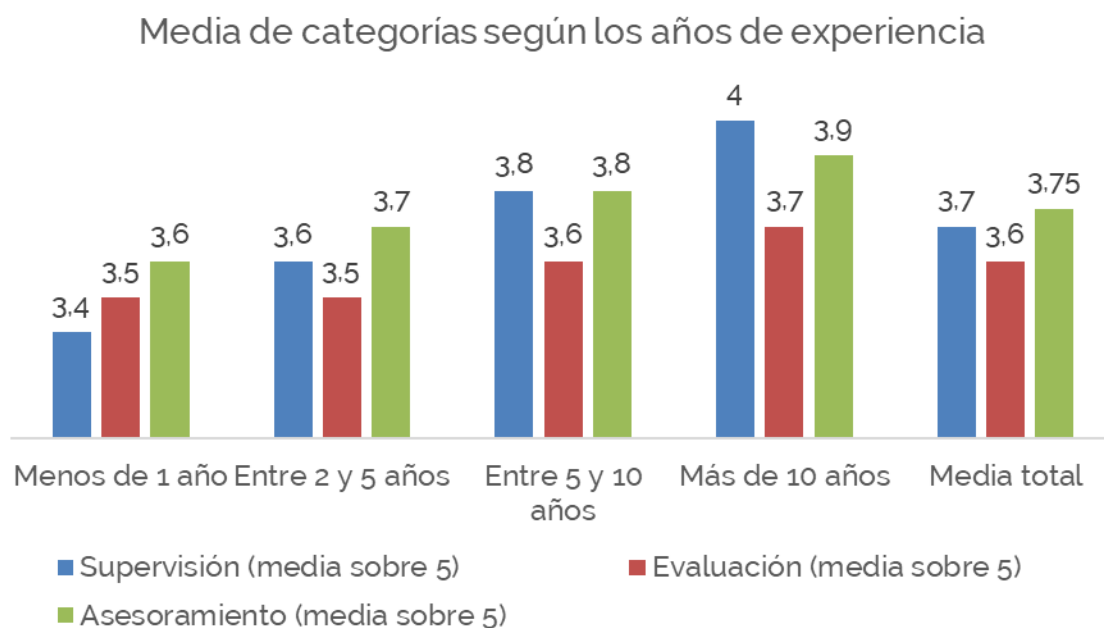
However, when considering the level of education at which they teach, Early Childhood teachers have the most positive rating, especially in counselling, with an average of 4.1 out of 5, while Secondary teachers have the most critical perception, with an average of 3.5 out of 5 (see Table 4).

Educational level	Supervision	Evaluation	Counselling
Early Childhood Education	4	3.7	4.1
Primary Education	3.8	3.6	3.8
Secondary education	3.5	3.4	3.5
Vocational training	3.7	3.5	3.7
Average Total	3.8	3.6	3.8

Table 4. Average number of categories by educational level. Source: own elaboration.

In relation to years of teaching experience, the group with more than 10 years of experience rated supervision more positively (4.0 out of 5), in contrast

to novice teachers (less than one year of experience), who gave it a lower score (3.4 out of 5). These results reflect an overall positive assessment of the functions of the inspectorate, with slight variations according to the level of education and professional experience.



Graph 5. Average category according to years of experience. Source: own elaboration.

5. CONCLUSIONS

The results of the study reflect an overall positive perception of teachers with regard to the functions of the Education Inspectorate in the three dimensions analysed: supervision, evaluation and counselling. Among these, counselling stands out as the most highly rated aspect, especially in terms of the inspectorate's accessibility in resolving doubts and providing support in pedagogical and organisational matters. The overall average of the ratings obtained on the three axes is around 3.8 out of 5, which indicates a favourable evaluation of the functions performed by the inspectorate.

In the supervision dimension, teachers rate the monitoring of teaching practice and supervision of compliance with regulations positively. The results

show that 67 % of teachers consider this monitoring to be effective, with an average score of 3.8 out of 5. Furthermore, 71 % perceive that the inspectorate contributes significantly to the improvement of school organisation. These figures show a favourable perception of the control and supervision carried out by the inspectorate.

As far as evaluation is concerned, although the perception remains moderately positive, it is the dimension that obtains the lowest score (3.6 out of 5). Sixty per cent of the participants believe that the inspectorate promotes a culture of continuous assessment, while 58% value its involvement in the assessment of students' academic performance. However, there is room for improvement in the clarity and depth of evaluative actions, especially with regard to their implementation in schools.

The counselling dimension is the best rated, with an average score of 3.9 out of 5. Seventy per cent of teachers consider that the inspectorate is accessible to solve doubts and offer support, and 68 % think that its guidance has contributed to improving the organisation of the school. This result indicates that the counselling function is perceived as a fundamental tool for the development and improvement of educational processes.

When analysing the general trends, 66 % of the participants have a favourable perception of the functions of the Education Inspectorate. No significant differences were observed according to gender, with both men (67 %) and women (65 %) sharing similar assessments. However, there were significant differences according to educational level and years of experience. Early Childhood teachers rate the counselling more positively (4.1 out of 5), while in Secondary Education the perception is more critical (3.5 out of 5). In addition, the group with more than 10 years of experience shows higher satisfaction with supervision (4.0 out of 5) compared to novice teachers (3.4 out of 5).

On the basis of the results obtained, it would be possible, on the one hand, to examine in greater depth the knowledge of the inspectorate among

students training to become teachers in order to analyse how they perceive the figure of the inspectorate and to assess whether the future generation of teachers has a clear vision of the functions of the inspectorate and, on the other hand, it would be of interest to analyse the content related to the Education Inspectorate in the curricula, the entrance exams for teaching as well as in-service training. In this respect, it would be interesting to examine the extent to which the curricula of teaching-related degrees include specific training on the functions of educational inspection. In addition, it would be relevant to investigate the in-service training offered to practising teachers on the role of the inspectorate, in order to identify areas for improvement in the dissemination of its work and in the understanding of its functions.

In conclusion, this study provides a quantified view of teachers' perceptions of the functions of the Education Inspectorate in Galicia, highlighting counselling as the most highly valued area of this key figure in the education system.

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