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THE EFFECT OF ATTITUDE TOWARDS SUPERVISION ON ORGANIZATIONAL COMMITMENT: A SAMPLE OF PROVINCIAL EDUCATION INSPECTORS*

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Abstract:

The current study analyzes the effect of attitudes toward supervision on organizational commitment based on the views of provincial education inspectors. The study group consisted of provincial education inspectors working in Ankara during the 2023-2024 academic year. The population included 186 inspectors employed at the Ankara Provincial Directorate of National Education, while the study sample comprised 159 inspectors from the same Directorate. In this research, we utilized the “Scale of Attitudes toward Supervision” to assess the participants' attitudes toward supervision and the “Organizational Commitment Scale” to collect data on organizational commitment. We computed the standard deviation, skewness, and kurtosis coefficients, as well as the mean, median, and mode values for normality analyses of the measurement tools used in the study. We performed multiple linear regression analysis to ascertain the predictive level of the independent variable concerning the dependent variable. Results indicated that provincial education inspectors exhibited a moderate level of organizational commitment. Furthermore, we discovered a moderate positive relationship between attitudes toward supervision and organizational commitment. Lastly, the study results demonstrated that attitudes toward supervision significantly predicted organizational commitment.

Keywords: Supervision, Provincial Education Inspector, Attitude, Attitude Towards Supervision, Organizational Commitment.

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Denetime İlişkin Tutumun Örgütsel Bağlılık Üzerindeki Etkisi: İl Eğitim Müfettişleri Örnekleme

Öz:

Bu araştırmanın amacı, müfettişlerin denetime ilişkin tutumlarının örgütsel bağlılık üzerindeki etkisini İl Eğitim Müfettişlerinin görüşleri çerçevesinde analiz etmektir. Araştırmanın çalışma grubunu Ankara ilinde 2023-2024 eğitim öğretim yılında görev yapan İl Eğitim Müfettişleri oluşturmaktadır. Araştırma için Ankara İl Milli Eğitim Müdürlüğünde görevli 186 il eğitim müfettişi evreni teşkil etmektedir. Araştırmanın örneklemini İl Milli Eğitim Müdürlüğünde görevli 159 il eğitim müfettişi oluşturmaktadır. Çalışmada denetime ilişkin tutum düzeyini belirlemek için “Denetime ilişkin tutum ölçeği” ve örgütsel bağlılığa ilişkin verileri elde etmek için “Örgütsel bağlılık ölçeği” kullanılmıştır. Uygulanan ölçme aracına ilişkin normallik analizleri kapsamında standart sapma, çarpıklık ve basıklık katsayıları ile ortalama, medyan ve mod değerleri tespit edilerek, bağımsız değişkenin bağımlı değişkeni yordama düzeyini tespit etmek için çoklu doğrusal regresyon analizi gerçekleştirilmiştir. Araştırma bulgularına göre il eğitim müfettişlerinin örgütsel bağlılıkları “kararsızım” düzeyinde tespit edilmiş, denetime ilişkin tutum ile örgütsel bağlılık arasında orta düzeyde pozitif yönlü anlamlı bir ilişki olduğu ve denetime ilişkin tutum değişkeninin örgütsel bağlılık değişkeninin önemli (anlamlı) bir yordayıcısı olduğu sonucuna ulaşılmıştır.

Anahtar sözcükler: Denetim, İl Eğitim Müfettişi, Tutum, Denetime İlişkin Tutum, Örgütsel Bağlılık.

Introduction

Supervision is accepted as one of the significant building blocks of education. In this context, the value of any work, phenomenon, or situation that is not supervised can be considered controversial. The perspective on supervision in education undergoes transformation and development similar to the theoretical approaches to management. Supervision can prevent the organization from losing power, which is defined as entropy in management. The management system, regarded as a problem-solving process (Başaran, 2006), reveals the tendency toward openness among its components through supervision. In the absence of supervision, an organization suffers from loneliness, disorder, stagnation, and closedness, causing the system to lose power. Another point regarding the necessity of supervision lies in its function of improving and developing the system rather than merely controlling it (Aydın, 2008; Taymaz, 1993). The concepts of effectiveness and efficiency stand out as the basis for all successful or unsuccessful practices in the education system

(Erdem & Kocabaş, 2005). To monitor how much organizational goals have been achieved and how effective organizations are, they seek to supervise and audit ongoing stages and components at regular intervals and evaluate their results. Activities aimed at controlling, evaluating, and developing clearly reveal the importance and necessity of supervision (Özan & Özdemir, 2011). The purpose of supervision, which is a practice to check the compliance of the current situation with the criteria set forth, includes preventing and limiting the obstacles that may arise by ensuring continuity toward the desired goals, correcting, reforming, and increasing coordination, efficiency, and effectiveness (Bozkurt, 2013; Erol, 2023; Karagözoğlu & Karagözoğlu, 2023). Supervision in education encompasses guidance and training activities along with the evaluation process. In this context, supervision emerges as a process that develops schools and school staff (Aydın, 2008; Gürsel, 2008). The education system, interacting with other social systems, requires evaluation to measure its effectiveness and efficiency. This process can be achieved through information obtained by management via supervision. Various studies in the related literature indicate that when a system lacks supervision, the motivation of employees in the organization decreases, they lose their inclination to continue their professional development, and as a result, the system tends to experience entropy by moving away from organizational goals (Özan & Özdemir, 2011; Sağır & Göksoy, 2016). Supervision, described as the process of examining the activities of the institution to determine their conformity with the predetermined objectives and rules, guides and improves the processes necessary for ensuring and maintaining effectiveness. In educational organizations, the three important stages of supervision are (1) measuring the work done, (2) checking compliance with standards in the context of specific criteria, and (3) correcting the observed mistakes (Kaya, 1991). Supervision proves to be an indispensable element as organizations need to check whether they have achieved their goals in order to survive. Exercising supervision in a systematic and effective manner adds dynamism to the organization by developing its members and increasing the quality and quantity of the work performed. In this

context, supervision is an essential element of the management system (Bozkurt, 2013; Buluç, 1997; Demir & Kale, 2023; Gündüz & Mercan, 2022; Kayıkçı, 2005; Taş, 2023).

The ability of educational institutions to achieve their goals depends on the correct and effective use of their resources. In this context, education inspectors perform the task of monitoring, evaluating, and improving the work carried out in educational institutions. Inspectors are expected to provide school staff with guidance to ensure unity of practice regarding the functioning of the school, follow the processes and results of the transactions carried out in accordance with current legislation, objectively evaluate the data obtained, report it, and make suggestions for change and development to the relevant units and authorities for problem-solving (Deniz, 2022). In terms of the history of Turkish education, the concept of inspection as a management process was first mentioned in the Ordinance of General Education (Maarif-i Umumiye Nizamnamesi), prepared in 1869. The Meeting Minutes of the Council of Ministers (Mazbat of the Assembly-i Hassı Vükela), written for this purpose, indicated that "the absence of a rule that would compel people to study and the lack of an inspection committee that would keep schools under constant supervision caused significant drawbacks" (Akyüz, 2021; Buluç, 1997; Çağır & Türk, 2017). Frequent changes in the supervision system conducted by the Ministry of National Education (MoNE) over time create problems, especially concerning supervision in schools (Sevim & Kaya, 2023). Inspection is a public service that cannot be transferred to another structure or organization. Various research findings indicate that the MoNE inspection system has many significant structural problems (Bozkurt, 2013; Erol, 2023). In our country, the status and duties of inspectors have undergone many structural changes and transformations. In 2018, with the new government system, there was a major transformation in the central organizational structure of MoNE. This change led to a careful revision of the process of guiding public and private educational institutions and individuals, especially within the provincial organization; conducting supervision, examination, and investigation

works and procedures. In 2021, with the amendment made in Presidential Decree (PD) No. 1, "provincial education inspectors" and "deputy provincial education inspectors" were employed in provincial directorates of national education in eighty-one provinces to carry out the aforementioned works and procedures. With PD No. 87, "education inspectors" working within the provincial directorates of national education were transferred to "provincial education inspectors. " The title of "ministry education inspector" in the central organization of the Ministry was changed to "ministry inspector" (MoNE, 2024). In this regard, there is a disintegration in the inspection system in the field of education in our country. Today, "ministry inspectors" work in the central organization, and "provincial education inspectors" work in provinces. In addition to their duties and responsibilities, there are also differences in their rights (Temsen, 2024). Supervision is recognized as one of the significant building blocks of education. In this context, the value of any work, phenomenon, or situation that is not supervised can be seen as controversial. The perspective on supervision in education undergoes transformation and development akin to the theoretical approaches to management. Supervision can prevent the organization from losing power, which is defined as entropy in management. The management system, considered a problem-solving process (Başaran, 2006), reveals the tendency toward openness among its parts through supervision. In the absence of supervision, an organization suffers from loneliness, disorder, stagnation, and closedness, causing the system to lose power. Another point regarding the necessity of supervision lies in its function of improving and developing the system rather than merely controlling it (Aydın, 2008; Taymaz, 1993). Concepts of effectiveness and efficiency are at the core of all successful or unsuccessful practices within the education system (Erdem & Kocabaş, 2005). To monitor how much organizational goals have been achieved and how effective organizations are, they seek to supervise and audit the ongoing stages and components at regular intervals and evaluate their results. Activities aimed at controlling, evaluating, and developing clearly illustrate the importance and

necessity of supervision (Özan & Özdemir, 2011). The purpose of supervision, a practice to check the current situation's compliance with set criteria, can be summarized as preventing and limiting obstacles that may arise, ensuring continuity toward desired goals, correcting, reforming, and increasing coordination, efficiency, and effectiveness (Bozkurt, 2013; Erol, 2023; Karagözoğlu & Karagözoğlu, 2023). Supervision in education encompasses guidance and training alongside the evaluation process. In this context, supervision emerges as a process that develops schools and school staff (Aydın, 2008; Gürsel, 2008). The education system, which interacts with other social systems, requires evaluation to measure its effectiveness and efficiency. This process can be achieved through information obtained by management via supervision. Various studies in the related literature indicate that when a system lacks supervision, employee motivation in the organization diminishes, they lose their inclination to pursue professional development, and consequently, the system tends to experience entropy by drifting away from organizational goals (Özan & Özdemir, 2011; Sağır & Göksoy, 2016). Supervision, described as the process of examining institutional activities to determine their conformity with predetermined objectives and rules, guides and enhances the process of ensuring and maintaining effectiveness. In educational organizations, the three crucial stages of supervision are (1) measuring the work done, (2) checking compliance with standards in the context of specific criteria, and (3) correcting observed mistakes (Kaya, 1991). Supervision proves to be an indispensable element, as organizations need to check whether they have achieved their goals to survive. Exercising supervision systematically and healthily adds dynamism to the organization by developing it and its members while increasing the quality and quantity of the work performed. In this context, supervision is an essential component of the management system (Bozkurt, 2013; Buluç, 1997; Demir & Kale, 2023; Gündüz & Mercan, 2022; Kayıkçı, 2005; Taş, 2023).

Although the inspection system has a strong tradition, it has been affected by the corrosive and changing characteristics of time. There is an obvious need to

plan supervisory practices according to the principles of the current supervision model and to include differentiated supervisory practices in the system (Görgülü & Küçükali, 2023). Empirical studies on the supervision system show that regulations on supervision are necessary (Taş, 2023). The literature review indicates that although there is no comprehensive evaluation of the current roles of inspectors, there are many studies on the concepts of supervision and inspectors. Some roles that provincial education inspectors, who perform tasks related to supervision in educational institutions, should fulfill include checking the compliance of the work done in the institution with the legislation, transferring their knowledge and experience to employees, establishing communication and cooperation, contributing to discipline in the institution, motivating employees, reviewing and coordinating the management of resources, contributing to school health and safety, determining and improving quality standards, ensuring professional harmony, and evaluating and supporting teaching (Deniz, 2022). The attitudes of provincial education inspectors expected to be exhibited during the inspection process are very important for achieving the purpose of the inspection process.

The survival of institutions and organizations is closely related to organizational commitment. Organizations are supposed to retain their employees for continuity, efficiency, and success. The level of employees' organizational commitment is a significant factor influencing their relations with the organization (Yenihan, 2014). In this context, the literature is rife with studies on the contribution of employees' level of commitment to the success of an organization. When we reviewed YÖK TEZ (2024) within the scope of this study, we found a total of 2,305 thesis studies conducted on organizational commitment, including 375 PhD theses and 1,930 master's theses. Commitment can be mentioned wherever society and social feelings exist. Organizational commitment can be seen as employees' attachment to organizational goals and values (Balay, 2000). Argyris (1998), who divides organizational commitment into intrinsic and extrinsic commitment, defines it as the act of motivating, stimulating, and mentally mobilizing people willingly.

The strong commitment that people feel toward the organization they work for inherently makes the organization strong. According to Rickett (2002), organizational commitment refers to a person's identification with an organization and the relative strength of his or her feelings toward it. Since organizational commitment is a concept that significantly contributes to organizational goals, it has been the subject of numerous studies in the literature and examined from different perspectives (Aslan & Terzi, 2023; Balay, 2000; Author, 2021; Dağlı et al., 2018; İşlek & Bakioğlu, 2023; Meyer et al., 1993; Testa, 2001; Zangaro, 2001). Many studies have developed various scales on organizational commitment with different definitions and dimensions.

Bodjrenou and others (2019) define organizational commitment as an emotional response that includes employees' behavioral patterns, beliefs and attitudes towards the organization and evaluate organizational commitment in three dimensions: effective, continuance and normative. Affective commitment means an employee's emotional attachment to the organization; normative commitment is the commitment that an employee feels because of ethics, morality or ideology; and continuance commitment is about the costs which may emerge as a consequence of the individual leaving the job. In parallel with the scale used in this study, organizational commitment is addressed as a construct with the dimensions of affective commitment, continuance commitment and normative commitment.

The literature review shows that provincial education inspectors are important components of the education system, they carry out supervision in the provincial organization of MoNE, and their attitudes towards supervision as well as their level of organizational commitment are crucial in shaping the Turkish education system. In this context, the current study aims at investigating the effect of provincial education inspectors' attitudes towards supervision on their organizational commitment. Accordingly, the current study aims to answer the following research questions:

1. What is the level of provincial education inspectors' attitudes towards supervision?
2. What is the level of provincial education inspectors' organizational commitment?
3. What is the level of the relationship between provincial education inspectors' attitudes towards supervision and their organizational commitment?
4. Do the attitudes of provincial education inspectors towards supervision significantly predict their organizational commitment?

Method

Study Model

This study employed a descriptive correlational survey model. Relational survey refers to a quantitative research model which tries to identify the existence and degree of co-variance between two or more variables (Karasar, 2015).

Population and Sample

Before starting to gather study data, we received the necessary ethics committee approval (Selçuk University Rectorate, Deanship of Faculty of Education, Scientific Ethics Evaluation Board's permission dated 25.12.2023 and numbered E-16343714-605.99-662522).

The population of the study consisted of 186 provincial education inspectors working for Provincial Directorate of National Education in Ankara, the capital of Türkiye (MoNE, 2023). We calculated the minimum sample size of the study as 126 according to 95% confidence interval (Büyüköztürk et al., 2012). In this line, the study sample included 159 provincial education inspectors who were working in Ankara Provincial Directorate of National Education in the 2023-2024 academic year. In this study, the sample size was appropriate according to the 95% confidence interval.

We used simple random sampling to determine the sample of provincial education inspectors. Randomness is the equal probability of the units taken as the

basis for sampling to be selected for the sample (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2012). Table 1 below presents the descriptive statistics related to demographic variables (gender, age, educational level and seniority as an education inspector).

Table 1: Descriptive Statistics Regarding the Demographic Variables

Variables		N	%
Gender	Female	22	13.8
	Male	137	86.2
Age	35 years old and younger	35	22.0
	36-50 years old	45	28.3
	51 years old and older	79	49.7
Educational level	Bachelor's degree	75	47.2
	Postgraduate degree	84	52.8
Seniority as an education inspector	1-7 years	56	35.2
	8-15 years	22	13.8
	16 years and more	81	50.9
Total		159	100

As is seen in Table 1, the ratio of male participants was higher than female participants with 86.2%. Considering the variable of age, the group with the highest proportion was 51 years of age and above with 49.7%, and the group with the lowest proportion was education inspectors aged 35 years and below with 22%. According to the variable of educational level, postgraduate education inspectors were more than those with a bachelor's degree with 52.8%. According to the variable of seniority as a provincial education inspector, the group with the highest proportion was 16 years and above with 50.9% and the group with the lowest proportion was education inspectors with a seniority of 8-15 years with 13.8%.

Data Collection Tools

The Attitude Towards Supervision Scale

In this study, we used the “Attitude Towards Supervision Scale (ATSS)” developed by Gündüz, Elma and Aslan (2018) to identify the participants’ level of attitude towards supervision. The ATSS is a five-point Likert-type scale. It has 29 items and three sub-scales (the effect of supervision on the organization, the effect of supervision on the employee, and the effect of supervision on relationships).

We conducted confirmatory factor analysis (CFA) to confirm the factor design of the scale. At the end of the analysis, we found out that the t values for the explanatory status of the latent variables to the observed variables were significant at the .01 level. Since we observed significant t values in all items, we included each indicator in the model. Table 2 below shows the results of the analysis.

Table 2: Results of the CFA Regarding the Attitude Towards Supervision Scale

Fit Indices	Values	Reference Intervals
p	.00	< .01
X^2/sd	1.83	≤ 3
RMSEA	.07	$\leq .08$
SRMR	.04	$\leq .05$
NNFI	.92	$\geq .90$
CFI	.93	$\geq .90$

As Table 2 above shows, it is normal for the p value to be significant in most confirmatory factor analyses due to the large sample size. After we examined alternative fit indices, we concluded that X^2/sd and SRMR values showed a perfect fit, while RMSEA, NNFI and CFI values showed a good fit. Thus, the results confirmed the three-factor construct of the scale consisting of 29 items.

For the reliability analysis, we performed item analysis using item-total correlation and examined the reliability of the scale using Cronbach alpha. Table 3 below shows the results of the analysis.

Table 3: Results of the Reliability Analysis Regarding the Attitude Towards Supervision Scale

Sub-scales	Alpha value	Item-total correlation
The Attitude Towards Supervision Scale	.97	.32-.85

As Table 3 above shows, the internal consistency coefficient (Cronbach's alpha) of the ATSS was .97. Cronbach's alpha coefficient was sufficient for the reliability of the scale scores. Item-total correlations ranged between .32 and .85. The correlation results showed that the items discriminated against individuals well.

The Organizational Commitment Scale:

In this study, we used the Organizational Commitment Scale (OCS) developed by Meyer, Allen and Smith (1993) and adapted into Turkish culture by Dağlı, Elçiçek and Han (2018) to identify the participants' level of organizational commitment. The OCS is a five-point Likert-type scale. It has 18 items and three sub-scales (affective commitment, continuance commitment and normative commitment).

We conducted confirmatory factor analysis (CFA) to confirm the factor design of the scale. As a result of the analysis, we found out that the t values for the explanatory status of the latent variables to the observed variables were significant at the .01 level. Since we observed significant t values in all items, we included each indicator in the model. Table 4 below shows the results of the analysis.

Table 4: Results of the CFA Regarding the Organizational Commitment Scale

Fit Indices	Values	Reference intervals
p	.00	< .01
X ² /sd	1.86	≤ 3
RMSEA	.07	≤ .08
SRMR	.07	≤ .08
NNFI	.87	≤ .90

CFI	.90	≥ .90
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As Table 4 above shows, it is normal for the p value to be significant in most confirmatory factor analyses due to the large sample size. After we examined alternative fit indices, we concluded that the X^2/sd value showed a perfect fit; RMSEA, SRMR and CFI values showed a good fit; and NNFI value showed a fit close to good. Thus, the results confirmed the three-factor construct of the scale consisting of 18 items.

For the reliability analysis, we performed item analysis using item-total correlation and examined the reliability of the scale using Cronbach alpha. Table 5 below shows the results of the analysis.

Table 5: Results of the Reliability Analysis Regarding the Organizational Commitment Scale

Sub-scales	Alpha value	Item-total correlation
Organizational Commitment Scale	.86	.31-.70

As Table 5 above shows, the internal consistency coefficient (Cronbach's alpha) of the organizational commitment scale was .86. Cronbach's alpha coefficient was sufficient for the reliability of the scale scores. Item-total correlations ranged between .31 and .70. The correlation results showed that the items discriminated against individuals well.

Data Collection and Analysis

We administered the instrument in December 2023-January 2024. Within the scope of normality analysis, we calculated standard deviation, skewness and kurtosis coefficients, mean, median and mode values. The calculated standard deviation, skewness and kurtosis values were .55, -1.08, 1.28 for the ATSS and .63, .04, .05 for the OCS. The kurtosis and skewness values for each scale were between ± 2 . The values indicated that the data set was normally distributed (George & Mallery, 2010). In addition, the mean, median and mode values were respectively 4.24, 4.34, 4.72 in the ATSS and 3.03, 3.05, 2.83 in the OCS. The fact that the mean,

median and mode values for each scale were close to each other showed that the data set was normally distributed (Hair, Ringle, & Sarstedt, 2011). In this context, we used parametric test techniques to test the research questions.

The ATSS has five ranges: 1.00-1.79 for not at all, 1.80-2.59 for a little, 2.60-3.39 for moderate, 3.40-4.19 for a lot, 4.20-5.00 for very much. Likewise, the OCS has five ranges: 1.00-1.79 for strongly disagree, 1.80-2.59 for disagree, 2.60-3.39 for neutral, 3.40-4.19 for agree, 4.20-5.00 for strongly agree. We also employed arithmetic mean and standard deviation techniques. We calculated the relationships between variables using Pearson product-moment correlation coefficient (r). The correlation coefficient (in absolute value) showed a high relationship between 0.70-1.00, a medium relationship between 0.30-0.70, and a low relationship between 0.00-0.30 (Büyüköztürk, 2013). We performed multiple linear regression analysis to identify the predictive power of the independent variable for the dependent variable. We based the interpretation of regression analyses on the standardized Beta (β) coefficients and t-test results regarding their significance.

Findings

Within the scope of the first research question, we examined the participants' level of attitudes towards supervision. Table 6 below presents descriptive statistics on their level of attitudes towards supervision.

Table 6: *Descriptive Statistics Regarding the Participants' Level of Attitude towards Supervision*

Sub-scales	N	\bar{x}	SS
Attitude towards supervision	159	4.24	.55

As Table 6 above shows, provincial education supervisors' attitudes towards supervision were at the level of "very much" ($\bar{x} = 4.24$).

Within the scope of the second research question, we examined the participants' level of organizational commitment. Table 7 below shows the descriptive statistics on their level of organizational commitment.

Table 7: Descriptive Statistics Regarding the Participants' Level of Organizational Commitment

Sub-scales	<i>N</i>	\bar{x}	<i>SS</i>
Organizational commitment	159	3.03	.63

As Table 7 above shows, provincial education supervisors' level of organizational commitment was at the level of "neutral" ($\bar{x} = 3.03$).

Within the scope of the third research question, we examined the level of the relationship between the participants' attitudes towards supervision and their organizational commitment. Table 8 below shows the results of correlation analysis between variables.

Table 8: Results of the Correlation Analysis between Variables

Variables	1	2
1. Attitude towards supervision	1.00	.32*
2. Organizational commitment		1.00

* $p < .01$

As Table 8 above shows, there is a moderate positive and significant relationship between attitude towards supervision and organizational commitment ($r = .32, p < .01$). As the level of attitude towards supervision increases, there may be a moderate increase in the level of organizational commitment. Also, as the level of organizational commitment increases, there may be a moderate increase in the level of attitude towards supervision.

Within the scope of the fourth research question, we examined whether education supervisors' attitudes towards supervision significantly predicted their organizational commitment. Table 9 below shows the results of multiple linear regression analysis for the prediction of organizational commitment.

Table 9: Results of Multiple Linear Regression Analysis Regarding Predicting Organizational Commitment

Variables	Standard			t	p	Binary	Partial
	B	Error _B	β			r	R
Fixed						-	-
	.485	369	--	.028	000	--	--
Attitude towards supervision	364	086	320	.229	000*	320	320
$R = .320$ $R^2 = .102$ $F_{(1,157)} = 17.881$ $p = .000$							

* $p < .01$

As Table 9 above shows, the binary and partial correlations between the predictor variable and the predicted (dependent) variable show that there is a positive and moderate ($r = .32$) relationship between attitude towards supervision and organizational commitment ($R = .320$, $R^2 = .102$, $p < .01$). The variable of attitude towards supervision explains 10% of the total variance in organizational commitment score.

The t-test results regarding the significance of the regression coefficients show that the variable of attitude towards supervision is a significant predictor of organizational commitment. According to the results of the regression analysis, the regression equation (mathematical model) for the prediction of organizational commitment is as follows: Organizational commitment = $.364$ Attitude towards supervision.

Discussion, Result and Suggestions

Within the scope of the first research question, we examined the level of provincial education supervisors' attitudes towards supervision. The study findings show that they have a high-level perception about the necessity and importance of supervision. In the light of the data obtained, it is possible to state that supervision is an initiative for the benefit of both employees and institutions, affects them positively, supports productivity and success, enriches the process by increasing

sensitivity towards work, supports cooperation, opens the door to innovations and contemporary developments, supports scientific work, increases the morale of employees, and contributes to their professional development by ensuring the dynamism of employees. Previous studies in the related literature on supervision reveal that there are positive perceptions about supervision, whereas some studies conclude that it does not serve the purpose due to the current supervision approach adopted. A study conducted by Taş (2023) argues that the education system, which is based on the positivist view and behavioral education approach, cannot be put on track with formal regulations. The study provides a critical view of the recent changes and puts forth a current negative perspective on supervision by expressing the necessity of a guidance-centered supervision approach that focuses on the development of the school and the teacher. Among the studies on attitudes towards supervision, Uğurlu and Usta (2016) consulted the opinions of teachers in a scale development study. Supporting the current study findings, the study by Uğurlu and Usta concluded that teachers' attitudes towards supervision were positive. Another study conducted by Behlol and others (2011) in Pakistan showed that there was a negative perception about the attitudes and behaviors of employees performing supervisory duties. The study conducted by Memduhoğlu and Zengin (2012) concluded that supervision in Türkiye had been handled with the dimension of controlling for years, and therefore, those subject to supervision had a negative attitude towards the subject. In another study, Deniz (2022) states that inspectors have multifaceted functions in the education system, and they need many technical and managerial skills and attitudes in order to fulfill their roles, and they need to undergo a continuous process of professional development against changing conditions and emerging innovative situations. In the study conducted by Sevim and Kaya (2023), teachers' attitudes towards supervision were found to be at a medium level and the frequent changes in the supervision system over time were criticized. In the study conducted by Görgülü and Küçükali (2023), the views of school administrators and teachers on supervision practices were perceived as a

compulsory, punitive and control-oriented process with a negative perspective. The results of a study conducted by İlğan (2008) reinforces the current study results as it concluded that the opinions of primary education inspectors regarding the supervision model were similar to the results obtained in the current study. In a study, Erol (2023), who is also an inspector, defines supervision as a public service that is participatory, transparent and accountable, and that directs people to use resources effectively and efficiently, prioritizes people, and envisages presentation with the closest place and the most appropriate means as a way to serve the individual. This point of view can be considered to support the results of our research. Based on this, it seems possible to state that different elements of the education system have different views on supervision. To summarize, inspectors' attitudes towards supervision and the necessity of supervision are close to contemporary norms with some demands for regulation.

Within the scope of the second research question, we examined provincial education supervisors' level of organizational commitment. The study findings show that provincial education supervisors have organizational commitment at the "moderate" level. According to this result, the inspectors state that they do not feel a strong sense of belonging and commitment to the institution they work for, they are not happy with the working process in the institution for various reasons, it is necessary to improve the current situation positively, they have concerns about the management process, and they do not feel themselves as a member of the institution at the desired level. In the research conducted by Polat and Uğurlu (2009) and the research conducted by Uçar and Uçar (2014), the organizational commitment levels of inspectors were found to be at a "moderate" level, parallel to this study. Gürlek (2015) found the organizational commitment levels of inspectors to be at the "agree" level in his study. The current study has reached a different conclusion compared to other studies. Despite many studies aimed at revealing the level of organizational commitment, there are not enough studies aimed at identifying inspectors' level of organizational commitment. This can be perceived as a deficiency. It is thought that

the perspective towards inspection and inspectors, resulting from policies followed in the last decade, may have hindered research on this subject. Identifying inspectors' level of organizational commitment as moderate over the years can also be considered significant.

Within the scope of the third research problem, we examined the level of the relationship between educational inspectors' attitudes towards inspection and their organizational commitment. In this context, the analysis reveals a moderately positive significant relationship between attitude towards inspection and organizational commitment. This means that as the level of attitude towards inspection increases, the level of organizational commitment also moderately increases. Additionally, as the level of organizational commitment increases, there is a moderate increase in the level of attitude towards inspection. In light of the current study finding, it seems possible to state that provincial education inspectors believe that as the perspective on the necessity and importance of inspection broadens, their level of organizational commitment towards their institutions will positively evolve, even if only moderately. Similarly, they state that if the levels of organizational commitment show a positive development, their views and beliefs about inspection will moderately increase. According to this result, it is possible to state that if the indicators of the importance and value of inspection in an institution are strong and show a positive trend, employees' level of organizational commitment towards the institution will also show a significant and positive change in the same direction. A similar result is obtained in a relationally reverse assessment. Therefore, a positive indicator in employees' level of belonging and commitment to their institution will also show a significant and positive change in their attitudes towards inspection. In this context, it is possible to state that improvements to the working environment related to the inspection process for provincial educational inspectors will have a positive impact on their level of organizational commitment.

Within the scope of the fourth research problem, we examined whether educational inspectors' attitudes towards inspection significantly predicted their

organizational commitment. According to the study findings, the binary and partial correlations between the predictor variable and the predicted (dependent) variable show a positive and moderate relationship between attitude towards inspection and organizational commitment. The t-test results regarding the significance of the regression coefficients reveal that the attitude towards inspection is an important (significant) predictor of the organizational commitment. In the light of these data and the views of provincial education inspectors, it is possible to state that inspectors' attitudes towards inspection significantly predict their organizational commitment. In this context, it can be inferred that provincial educational inspectors expect development and innovation in inspection, which is an important component of the education system, to be in line with contemporary norms. The positive relationship identified between the attitudes of provincial educational inspectors towards inspection and their organizational commitment can be considered noteworthy, which will in turn contribute positively to the educational process. Based on these results, we offer the following suggestions.

For practitioners:

Practitioners can put more effort in updating the inspection system, and they can conduct more structural studies on inspection.

Practitioners are recommended to taking provincial educational inspectors' level of organizational commitment into account to solve related problems.

For researchers:

Researchers can investigate how much provincial education inspectors' organizational commitment changes over the years.

Researchers can investigate the relationship between organizational commitment and various other variables from the perspective of provincial education inspectors.

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