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## Perceptions of Teachers in Primary Schools Regarding the Ability of Their Principals to Perform Their Supervisory Duties Impact on Organizational Commitment (Example of Elazığ Province)<sup>1</sup>

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### ABSTRACT

This study has been carried out to determine the relationship between the organizational commitment of the personnel and discharge level of the primary school principals' task of inspection. In accordance with this purpose, within the scope of the study, it is aimed to exert relationship between the discharge level of the primary school principals' and teachers' task of inspection and their organizational commitment to their schools. For this purpose; Scale of Inspection prepared by the researcher and "Organizational Commitment Scale" developed by Meyer and Allen (1991) are used. Within the scope of the study, the relationship between the organizational commitment of the personnel and the discharge level of the primary school principals' task of inspection are analyzed by examining the principals' task of inspection on the six different dimensions and organizational commitment on the three different dimensions. All of the primary schools in Elazığ have been stated as target population. Among 3323 teachers of the target population, 600 teachers determined with the method of unbiased sample form the sample. Among the surveys distributed to the teacher group in the sample, 409 returned surveys have been evaluated.

In summary, the main findings from the research are these:

- 1- The perception levels of the discharge of the primary school principals' and teachers' task of inspection are found as being very high on the dimension of the physical structure, education and training, student affairs and personnel affairs; as being high on the dimension of the financial affairs, school-environment affairs.
- 2- The organizational commitment level of the primary school teachers attending the study is found as being high on the dimension of the emotional commitment and normative commitment; as being medium-level on the dimension of the attendance commitment.
- 3- The education-training, student affairs, personnel affairs, financial affairs, the relationship between school and environment variances explain the level of the emotional commitment at the rate of 0,185 ( $R^2 = 0,185$ ).

<sup>1</sup> This thesis was produced in 2013 from the Master's Thesis entitled "The Effect of Perceptions of Principals Working in Primary Schools on their Organizational Commitment (Example of Elazığ Province)" in 2013. /T.C. Firat University, Institute of Educational Sciences, Department of Educational Administration, Supervision, Planning and Economics.

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- 4- The education-training, student affairs, personnel affairs, financial affairs, the relationship between school and environment variances explain the level of the attendance commitment at the rate of 0,070 ( $R^2 = 0,070$ ).
- 5- The education-training, student affairs, personnel affairs, financial affairs, the relationship between school and environment variances explain the level of the normative commitment at the rate of 0,204 ( $R^2 = 0,204$ ).

## 1. INTRODUCTION

Today, the basic variables of audit understandings are; School-based practices develop in the form of development of the understanding of participation in decision making, mutual cooperation, internal audit with external supervision, self-evaluation and self-direction of the teacher, and emphasis on activities aimed at increasing the effectiveness of education. When the audit approaches appropriate to the developments of the age, the changing content of the audit and evaluation, the changes in the roles and duties of school administrators, the imbalances in the number of auditors, schools and teachers are evaluated together, the importance of the audit activities to be carried out by school principals is increasing day by day. In addition, considering the importance of supervision activities in the development of educational activities, this task of school principals becomes more important. In this case, the supervision activities of school principals inevitably become activities that need to be done. In addition, school principals are seen as teaching leaders all over the world and perform very important functions in improving the performance of school stakeholders. In the school environment, principals and teachers are in constant interaction. In this interaction, managers; In order to achieve organizational goals and be successful, teachers must increase their commitment to school. In organizations where the human element is predominant, such as schools, human needs must be correctly determined in order to establish the organizational commitment of teachers to the school. Establishing an effective communication structure with employees and correctly identifying the motivating factors is an important element in loyalty to the organization. In organizational commitment, money is not the motivating factor. Because organizational commitment means wholehearted commitment.

This study was conducted to determine the level of fulfillment of supervision duties of primary school principals and the effect of their impact on teachers' organizational commitment in today's world where supervision and organizational commitment have gained so much importance.

In this section; problem situation, problem sentence, sub-problems, limitations, definitions and information about the importance of the research.

### 1.1. Problem status

The importance of education in the creation of a society consisting of qualified and healthy individuals cannot be denied. In response to the recently changing and developing needs, it is questioned how education can be carried out more effectively. As a result of the large increases in the amount of resources spent on education, schools have become institutions whose efficiency is constantly questioned and need to be examined. Throughout human history, education has always been of indisputable importance. Therefore, it is obvious that there is a connection between the level of civilization and the status and quality of education. In this respect, the quality of education and educational institutions are examined in many respects and their efficiency is tried to be increased. Education and school are a field of interest to more people and institutions than any other field and sector. Many institutions, especially public (state), religion, politics, business world, society and civil organizations, want to be closely interested in education and influence education in line with their own perspectives and needs (Erdoğan, 2004, 84). Because every institution provides the trained manpower it needs through educational institutions. The quality and usefulness of the education system is very important in this respect. While Bursalioğlu (2002) saw auditing as a process of controlling behavior in the public interest, Başaran (1994) defined auditing as an activity carried out to prevent deviations from the planned organizational goals, to monitor and correct the functioning of the organization.

In a definition of educational organizations, Sağlamer (1985) defined supervision as the development of education and training in a broad sense. Tekişik (1985) audit; It is defined as the audit, evaluation, guidance and investigation process carried out in order to ensure that the education and training service is carried out in accordance with the laws, regulations, regulations and programs and to increase its efficiency. Although the inquiries about the audit practices in the Turkish Education System do not go back very far, it is seen that important studies have been carried out in the past few decades. A large part of these studies are researches conducted to reveal the competencies of inspectors, audit practices and the perceptions of auditors, principals and teachers related to these practices. However, there is no direct study on the audit duties of managers.

Recently, both practically and theoretically, there has been an emphasis on auditing practices aimed at developing professional cooperation (Alig- Mielcarek and Hoy, 2004; Glickman et al., 2007). The classical understanding of auditing in the past is being replaced by forms of supervision that are more effective in terms of professional development (Sergiovanni, 2006). In particular, the observation of classroom activities and the development of teacher quality are now seen as a necessity for effective supervision (Hoy and Forsyth, 2004). Aydın (1993; 29) refers to instructional supervision as "the dimension of school administration, especially the intensifying dimension of the educational expectations of the education system", citing Eye, Netzer and Krey. In the same source, instructional supervision is defined as "a set of planned and programmed actions whose purpose is to improve and make effective the teaching and learning process". This type of supervision requires close control, professional assistance and continuity. In our country, it is not easy for auditors to conduct such an audit and evaluation in practice, nor is it theoretically possible. Therefore, as part of the management process, school principals are given the task of continuously monitoring and evaluating the work done in the school, among many other duties and responsibilities.

In our country, educational institutions are inspected by three different inspection units. The central organization of the Ministry of National Education includes the Guidance and Audit Department and the Internal Audit Unit. In the provinces, there is a Provincial Education Inspectorate Unit.

The duties of the Ministry of National Education Guidance and Supervision Department, which was established on 25.08.2011 with the Decree Law No. 652 on the Organization and Duties of the Ministry of National Education, are as follows (Article 17):

1. To guide the personnel of the Ministry, the schools and theories of the Ministry, the theories of special education and the real and legal persons in the subjects within the scope of the Ministry's duty.
2. To create and guide plans and programs that will guide public institutions and organizations, real and legal persons and voluntary organizations operating in the fields within the scope of the Ministry's duties.
3. To carry out the control and audit of the services provided by the Ministry or under the supervision of the Ministry in cooperation with the relevant units, to analyze, compare and measure the processes and results according to the legislation, predetermined goals and objectives, performance criteria and quality standards, to evaluate based on evidence, to report the results obtained and to communicate them to the relevant units and persons.
4. To carry out audits, examinations and investigations within the framework of the duties and powers of the Ministry with an understanding that emphasizes the preventive, educational and guiding approach of irregularities regarding the activities and operations of the Ministry organization and all kinds of organizations under the control of the Ministry.
5. To carry out audits, examinations and investigations on the administrative, financial and legal transactions of the Ministry organization and personnel.
6. To perform similar duties assigned by the Minister.

In the Directive of the Head of the Internal Audit Unit published with the approval of the Undersecretariat of the Ministry of National Education dated 17/12/2007 and numbered 2063, the

duties of the Head of the Internal Audit Unit of the Ministry of National Education are as follows (Article 8):

1. To supervise all kinds of activities and transactions of the Ministry's organization,
2. To evaluate whether the resources of the Ministry are managed according to the principles of economy, effectiveness and efficiency based on objective risk analysis, to provide guidance and consultancy,
3. To conduct a legal compliance audit,
4. To prepare and develop internal audit plans and programs based on risk analyses and to submit them to the approval of the senior manager,
5. To ensure the implementation of the approved audit plans and programs, to carry out audit and consultancy activities, to perform extra-curricular duties requested by the senior manager and within the scope of his duties,
6. To evaluate the effectiveness and adequacy of the risk management, internal control and governance processes of the Ministry,
7. To present to the senior manager the issues that are determined during the internal audit activities or that need to be examined or investigated that are transferred to the head of the internal audit unit,
8. To monitor the results of internal audit activities,
9. To establish, implement and develop a quality assurance and development program for the evaluation of internal audit activities, their execution in accordance with public internal audit standards and professional ethics and the development of internal audit activities,
10. To present the results of the evaluation made within the framework of the quality assurance and development program to the senior manager,
11. To prepare the annual internal audit activity report and submit it to the senior manager,
12. To establish the internal auditor staff with the knowledge, ability, experience and professional competence to perform the duties of the head of the internal audit unit effectively in accordance with the human resources policies of the Ministry and to carry out the necessary procedures for this,
13. To prepare and develop the internal audit unit directive and transaction processes in accordance with the regulations of the board,
14. To provide information to the senior manager at regular intervals about the results of internal audit activities, to inform them about the developments in the field of internal audit and the best international practices,
15. To check the compliance of the audit reports with the procedures and principles determined by the reporting standards and to keep a copy of them under the presidency of the internal audit unit,
16. To carry out other operations related to internal audit activity.

The duties of the Ministry of National Education Provincial and District Education Inspectors Presidency published in the Regulation on Provincial and District Directorates of National Education of the Ministry of National Education are as follows (Article 7):

1. To monitor the implementation of the curriculum and to carry out guidance activities,
2. To monitor and evaluate the processes and practices related to teaching materials,
3. To monitor and evaluate system-wide education and training processes and applications,
4. To carry out audit and evaluation studies of education and management activities,
5. To prepare monitoring and evaluation reports and share them with the relevant units,
6. To carry out inspection, supervision, guidance, on-the-job training and evaluation services of provincial / district directorates of national education and educational institutions,
7. To carry out the supervision and guidance services of administrators, teachers and other civil servants except the provincial director of national education,
8. To carry out the works and procedures related to the examination, investigation or preliminary examination reports,
9. To carry out studies for the adaptation training and development of teachers and administrators,
10. To carry out guidance studies in the development of education and management processes,
11. To conduct research and studies to improve the fields of education and management.

As can be seen, there are conflicts in the tasks of all three control units. This can lead to conflicts over authority and responsibility. Regarding auditing, the criticisms and approaches expressed for almost every institution have recently brought to the fore a transition towards the understanding of internal audit. Traditional auditing tends to give way to internal auditing. In general, in the law no. 5018 dated December 24, 2003 proposed for the audit of public institutions, internal audit is defined as "an independent, objective assurance and consultancy activity carried out in order to evaluate and guide whether resources are managed according to the principles of economy, effectiveness and efficiency in order to add value to and develop the work of the public administration" (Gönülaçar 2007:4). Although the audit and evaluation activities mentioned here are not assigned to administrators as duties, school administrators may, by virtue of their legal position, assist supervisors in performing these duties effectively. In fact, among the legal duties of school principals are those that are directly related to supervision and evaluation. These duties are stated in the Regulation on Primary Education Institutions and the Regulation on Secondary Education Institutions as follows:

- In addition to the basic principles and objectives set forth in the Basic Law of National Education, it makes, implements and supervises the work plans in order to realize the specific objectives of the school. It ensures that the education and management in the school is carried out in a discipline.
- Guides teachers in the preparation of annual, unit and daily plans according to educational programs and in other studies, supervises the work of teachers.
- Receives an annual plan from the teachers at the beginning of the school year, approves the plans, checks whether they are implemented or not.
- He chairs the teachers' board with the aim of creating a healthy educational environment in the school. Classes, groups, etc. monitor the work of teachers' boards.
- It encourages teachers to train in the fields related to their profession and takes the necessary measures in this regard. Closely monitors teachers' lessons and other activities at various times of the school year.
- By constantly observing and evaluating the performance of the personnel, investigating the reasons for the low productivity, employing the personnel by considering their abilities, guiding them, ensuring that they are trained on the job, helping them to prepare for the higher level.
- Monitors teachers' use of social facilities such as laboratories, libraries and gyms.

### **1.2. Purpose of the Research**

The aim of this study is to determine the effect of primary school teachers' perceptions of school principals' supervisory duties on their organizational commitment. For this purpose, answers to the following questions were sought.

- What are the perceptions of primary school teachers about their principals fulfilling their supervisory duties?
- Perceptions of primary school teachers about their principals fulfilling their supervisory duties; Does it differ significantly in terms of gender, seniority, branch, school location and educational status?
- What are primary school teachers' organizational commitment levels?
- Organizational commitment levels of primary school teachers; Does it differ significantly in terms of gender, seniority, branch, school location and educational status?
- Do primary school teachers' perceptions of their principals fulfilling their supervisory duties have an effect on their organizational commitment? What effect does it have, if any?

### **1.3. Importance of Research**

Research conducted both in our country and abroad shows that personnel audits have a direct impact on organizational trust, organizational commitment and organizational climate and affect the performance and motivation of employees (Terzi and Kurt 2004; Özden, 1997). Conducting a research showing the relationship between the supervision duties of school principals in schools and the

organizational commitment of teachers will cause attention to this network of relationships and will lead to the development of new attitudes on this issue. It is thought that this situation will lead to the success of organizations, regulate organizational relations and enable managers to act more sensitively to organizational dynamics.

#### **1.4 Assumptions**

It was assumed that the teachers participating in the research responded sincerely and correctly to the questionnaires and scales.

#### **1.5. Limitation of the Study**

- This research: In the 2011-2012 academic year, it is limited to the opinions of teachers working in primary schools in Elazığ.
- It is limited to the resources available on the subject.

## **2. LITERATURE**

### **2.1. Management**

Gross, Walton and Owens; The management elements they have determined as common from nearly 50 management definitions are listed as follows (Başaran,1989:14):

(1) There is a purpose or objectives to be realized, (2) The organization of people to achieve these objectives; (3) Integration of the division of labor with dispersed manpower.

#### **2.1.1. Management Processes**

Management is all activities aimed at providing cooperation and coordination in a group of people in order to realize the objectives effectively and efficiently (Tosun, 1978, as cited in Taşbilek, 2005), the process describes the transition from one state to another in a period of time, a formation that goes towards the goals (Başaran, 1983:53).

##### **2.1.1.1. Decision making**

The decision process is used for the purposes of making changes in the organization, preventing a conflict, influencing the members of the organization. The decision is the heart of management and the axis of other processes, the survival of the organization depends on the correctness of the decisions taken (Bursalıoğlu, 1996:82).

##### **2.1.1.2. Planning**

Planning is the process of deciding on the ways of providing and using the inputs required for an organization to achieve its objectives (Başaran, 1991:235).

##### **2.1.1.3. Organization**

Every organization wants to achieve its stated goals. In this respect, managers need to organize the human and material resources in the organization in line with organizational purposes, the structure of the organization must be suitable for the realization of the goals. In order to establish an organizational structure, the steps in the organization, their degree of authority and responsibility, and the relations between them must be specified. In addition, it is imperative to harmonize the interpersonal relationships that constitute the informal side of the structure (Bursalıoğlu, 1991:113).

##### **2.1.1.4. Communication**

Formal and informal communication carries information between individuals as well as provides input from the external environment. It carries orders to subordinates and complaints and wishes to the top. It gives information about the result and has an effect on the formation of the decision. The increase in interpersonal relationships increases the efficiency of the organization. The principal in the school, the teacher in the classroom has an important place in the formation and maintenance of a positive communication. The administrator in the school initiates, strengthens and concludes communication (Başaran, 1991:287).

### **2.1.1.5. Effect**

There is no unilateral change in the process of influencing. But it is expected to have more influence over one of the parties. This side is the manager in organizations. The influence of the manager on the employees; a) formal b) informal c) purpose d) spontaneous (Erçetin, 1995:35).

### **2.1.1.6. Coordination**

Coordination includes the unification of material and human resources in the organization, the reconciliation of knowledge and skills, and the actions taken to achieve the objectives of the organization through these means (Bursalioglu, 1996:124).

### **2.1.1.7. Assessment**

Every institution has a purpose. Institutions realize their objectives within the programs. In this respect, the most important responsibility of the corporate manager is to lead the evaluation activity. In this respect, the manager or individuals in the evaluation situation are expected to be impartial. In order for the evaluation to be impartial, the evaluation measure must be prepared before it is put into practice (Bursalioglu, 1991:128).

## **2.2. Principles of Auditing**

Auditing can be considered as the process of understanding whether organizational actions are in accordance with the established principles and rules in line with the accepted objectives.

It is clear that in a specially prepared organizational environment called a school, the supervision aimed at regulating the conditions necessary for the realization of a more effective teaching and learning work should be planned and implemented according to certain principles. The following focuses on these principles.

It is an audit initiative.

There is democratic leadership in contemporary supervision.

The starting point in contemporary supervision is the existing structures and conditions.

Contemporary supervision considers the learning and teaching environment as a whole.

The starting point of the contemporary audit program is the urgent problems of the educational environment.

Modern educational supervision is based on collaboration.

Contemporary educational supervision presupposes a group approach.

Responsibility is shared in contemporary education supervision

Contemporary educational supervision is not a modeled process.

In contemporary educational supervision, teachers are given the opportunity to prove themselves.

There is a sequence and continuity in the contemporary educational supervision program.

Individual differences are believed in contemporary education supervision

In contemporary education supervision, a positive human relations approach is followed.

Interaction is important in contemporary education supervision.

In contemporary education supervision, the importance of consensus in success is believed.

A tradition of continuous research is believed in contemporary educational supervision (Hicks, 1969:31-44).

## **2.3. Types of Control**

As types of audits in education, old and contemporary audits can be mentioned. A remedial control is applied when a problem is encountered in which the person being checked needs to work with another person for its solution. The steps of remedial control are included in different sources in different numbers. Although some steps of the optimizer control may be repeated as the scope and dimensions of the problem change, this control must include at least the following three steps: preliminary interview, observation-examination, final interview. These are also steps of modern auditing.

## **2.4. Elements of Auditing, Processes**

### 2.4.1. Determining the Status

The first element of the audit is to determine the state. The function of this element is to find complete and accurate answers to the questions "what, how, why is it happening".

### 2.4.2. Evaluation

The second element of control is evaluation. Evaluation is the work of comparing the measurements with a criterion (criterion) and specifying the result as a value judgment according to the determined standards. The purpose of the assessment is to correct and improve it. A post-observation interview can be taken as the first stage of the evaluation.

### 2.4.3. Fix-Improvement

This process shows the immediate target of the audit, the function of the audit is seen here, the benefits are obtained here. For these reasons, transactions that do not involve this process cannot be called auditing. At this stage, based on the results of the evaluation, the deficiencies determined in the evaluation are completed, the mistakes are replaced with the right ones, and the unnecessary surpluses are eliminated.

## 2.5. Forms of Management Control

Planning, organizing, directing and controlling are counted as subsystems of the management system consisting of interrelated parts. The effectiveness of the audit, which is one of the important elements in the management phenomenon, and the harmony between the other parts can be ensured.

1. Administrative Audit 2. Political Control 3. Public Audit 4. Judicial Review 5. Ombudsman 6. International Auditing

## 2.6. Auditing in the Turkish Education System

In the Turkish education system, it is seen that the inspection service at the primary education level started in the Tanzimat Period. For the first time, in a regulation dated 1846 called "Instruction to be Given to the Masters of the Teachers of the Sibyan Mekatibi", the inspectorate of primary schools is mentioned as "Mekatibi Muin". During this period, it is seen that the audit services were carried out by the members of the "Provincial Boards of Education.

### **MONE. Regulation on the Duties of Primary Education Inspectors**

It was enacted in 1914. The regulation includes the duties and powers of the inspectors and the principles to be considered in the inspections

### **Regulation on the Duties of Primary Education Inspectors**

It was enacted in 1923. It is understood that it is not fundamentally different from the regulations that were previously enacted. Nor does it seem to bring any innovation (Su, 1974:2).

### **Regulation of Primary Education Inspectors**

It was enacted in 1927 and included the following issues in this regulation:

-Duties Related to Inspection, -Duties related to teaching and guidance, -Duties related to the investigation, -Execution of Tasks and Their Results, -Other Issues (Su, 1974, p.3).

There appear to be two types of audits in the new regulation:

**a) Institutional Audit b) Examination Supervision**

## 2.7. Organizational commitment

### 2.7.1. The Concept of Organizational Commitment

The concept of organizational commitment refers to the degree of identification and integration that an individual feels towards a particular organization (Ari, 2003). In other words, employees continue to be members of the organization by developing an attitudinal or behavioral reason (Bayram, 2006).

### 2.7.2. The Effect of Organizational Commitment on the Organization

Self-confidence (2003) states that "the workplaces where people spend approximately one third of their lives are an important environment for the person", and it is observed that "employees who can



provide satisfaction in the workplace have more regular relations with their environment, work willingly in their workplaces, are satisfied with their working groups, and as a result, they are happy with their jobs, they are attached to their jobs with a sense of pride and success and they are productive in their jobs.

### **2.7.3. Organizational Engagement Results**

Most articles about organizational commitment extol the virtues of engagement. In these articles, you read that the employee of the organization is a happy employee, that the success of the organization is realized thanks to the time and effort of the members, and that adherence to the values of the organization gives meaning to one's life. Accordingly, loyalty increases productivity, ensures the quality of the product produced and guarantees the emergence of applicable innovations (Salancik, 1991; Çetin, 2004).

### **2.7.4. Corporate Culture and Organizational Commitment**

Organizational culture is the whole of the beliefs, values, customs and traditions formed by the members of the organization and the results of the relations between the members of the organization that affect the way the organization works and the outcome of its activities (Okay, 2000).

### **2.7.5. Organizational Commitment and Career Relationship**

The contemporary employment relationship suggests that employees will be connected to their organizations only as long as opportunities for the future continue to be offered (Smadov, 2006).

### **2.7.6. Organizational Structure and Commitment**

Organization size, degree of institutionalization, degree of control, unionization rate, organizational image, total quality management practices, flexible working hours, wage system and career opportunities are thought to have a great impact on organizational commitment. To this group of factors, the perceptions of organizational ethics of the employees are also added (Özdevecioğlu, 2003).

### **2.7.7. Job Satisfaction and Organizational Commitment**

There is a reciprocal interaction between organizational commitment and job satisfaction. While organizational commitment positively affects job satisfaction, job satisfaction also affects organizational commitment in the same direction. In other words; Employees who are satisfied in their jobs tend to be more loyal to their organizations, while dissatisfied employees tend to show behavior that may harm the organization (Kömürcüoğlu, 2004).

### **2.7.8. Commitment to Work**

Engagement to work is the degree to which an individual's experience is processed on a daily basis in a business activity. Although many individual and situational variables have been considered as factors affecting work commitment, the effect of workgroup engagement on the level of engagement to work has generally not been investigated. Indeed, Allport (1947) argued that the most important indispensable condition for commitment to work is "friendly, intimate relationships."

### **2.7.9. Compensation and Loyalty**

An organization pays its employee for their knowledge and skills. An adequate wage makes the employee feel good at work. Inadequate payment, on the other hand, leads to the fact that the employee develops a negative attitude towards the organization. This situation also adversely affects the self-esteem of the employee (Günbayı, 2000).

### **2.7.10. Promotion and Loyalty**

Some of the variables affecting organizational commitment are; the environment of the organization, the scope of work, the structure of the organization, management, colleagues and participation in decisions, remuneration and promotion opportunities. Like wages, the possibility of promotion is an

important variable in the satisfaction of the employee. The fact that the probability of rise is at the highest level, its frequency, fairness and the desire to rise by the employee are the elements that increase the satisfying quality of this variable (Başaran, 1982).

### 2.7.11. Organizational Commitment of Teachers

A teacher who is attached to his school strongly believes in the aims and values of the institution to which he is affiliated, voluntarily complies with the wishes and expectations of the institution and strongly aims to maintain his association with the institution. Each student receives education according to their specific requirements, in accordance with the established program standards. In these schools, where very few students graduate due to academic deficiencies, the dropout rate is also very low (Murphy and Hallinger, 1992; Balay, 2000).

### 2.7.12. The Principal's Influence on the Teacher's Organizational Commitment

Just as an effective organization without management is unthinkable, it is also impossible to conceive of a management without an organization. The way they create and carry out organizational activities constitutes organizational culture (Özkalp & Kirel, 1996).

### 2.7.13. The Effect of Physical Facility and Equipment on Teacher's Organizational Commitment

Overcrowding of classrooms; It emphasizes the application of more teacher-centered techniques that lead to the prevention of learning opportunities of students, inadequate meeting of cognitive student needs and the reduction of the feedback reward that the teacher receives from the student (Celep, 1998).

## 3.METHOD

### 3.1. Model of the Research

The model of the study is a relational screening model from the screening models.

### 3.2. Universe and Sample of the Research

The study population of the study consists of 3323 teachers working in primary schools in Elazığ in the 2011-2012 academic year. While determining the sample number, the sample size table prepared by Krejcie and Morgan (1970) and the sample size table for the universe sizes found ideal by Gay (1996) and Sekeran (2003) was used (Ural ve Kılıç, 2005, s.45). Krejcie and Morgan (1970) proposed this table regarding how much the sample size should be taken as opposed to the size of the volume of the universe in researches where evaluations will be made according to proportions; Gay (1996) and Sekeran (2003) stated that this table is an ideal table capable of representing the universe, taking into account the determining factors affecting the sample size (Ural & Kılıç, 2005: 41-43; Yazıcıoğlu & Erdoğan, 2004: 50).

**Table 1. Sample Size Versus Universe Sizes**

N-n	N-n	N-n	N-n	N-n	N-n	N-n	N-n	N-n	N-n
10-10	55-48	100-80	190-127	280-162	440-205	800-260	1500-306	2800-338	9000-368
15-14	60-52	110-86	200-132	290-165	460-210	850-265	1600-310	3000-341	10000-370
20-19	65-56	120-95	210-136	300-169	480-241	900-269	1700-313	3500-346	15000-375
25-24	70-59	130-97	220-140	320-175	500-217	950-274	1800-317	4000-351	20000-377
30-28	75-63	140-103	230-144	340-181	550-226	1000-278	1900-320	4500-354	30000-379
35-32	80-66	150-108	240-148	360-186	600-234	1100-285	2000-322	5000-357	40000-380
40-36	85-70	160-113	250-152	380-191	650-242	1200-291	2200-327	6000-361	50000-381
45-40	90-73	170-118	260-155	400-196	700-248	1300-297	2400-331	7000-364	75000-382
54-44	95-76	180-123	270-159	420-201	750-254	1400-302	2600-335	8000-367	100000-384

Source: Ural & Kılıç, 2005.

In the study, the number of 346 samples determined in Table 1 was targeted, but all 409 questionnaires that were returned from the 600 scales distributed to increase the ability of our sample to represent the universe and those that were incorrectly filled in or contained insufficient information for various reasons were taken into consideration. The schools that make up the sample and the number of teachers in these schools are shown in Table 2.

**Table 2. Table of the Number of Scales Applied to Teachers**

District	School	Number of Scales Deployed	Number of Scales Collected
Center	Dumlupınar P. S.	50	30
Center	Vali Lütfullah Bilgin P. S.	30	22
Center	Doğukent P. S.	50	35
Center	Evrenpaşa P. S.	30	13
Center	Balakgazi P. S.	35	22
Center	60.Yıl P. S.	50	33
Center	Yazıkonak P. S.	15	10
Center	Koruk P. S.	15	11
District	School	Number of Scales Deployed	Number of Scales Collected
Ağın	Öğrt.Abdullah Lütü P. S.	20	8
Arıcak	Arıcak Erimli P. S.	17	12
Alacakaya	Alacakaya P. S.	25	11
Maden	Atatürk P. S.	35	8
Sivrice	75.Yıl İMKB P. S.	25	12
Baskil	Vakıfbank P. S.	30	12
Keban	Atatürk P. S.	20	21
Karakoçan	Bulgurcuk P. S.	15	10
Karakoçan	Nuri Özaltın P. S.	35	23
Karakoçan	Sarıcan P. S.	32	11
Kovancılar	Kovancılar P. S.	45	37
Palu	Palu P. S.	26	24
	Total	600	409

As can be seen in Table 2, while the number of scales distributed within the scope of the research was 600, the number of scales with returned and usable data was 409.

### 3.3. Development of the Data Collection Tool

In the study, two scales were used as data collection tools. The first scale is the "Scale for the Fulfillment of Supervisory Duties of School Principals (MDYS)", and the second scale is the "Organizational Commitment Scale". The first scale, the School Principals' Fulfillment of Supervisory Duties, was prepared by the researcher. While developing this tool, a pool of substances was created by first reviewing the relevant literature. Then, the opinions of a school principal, five educational science experts and a Turkish teacher were consulted on the subject, and the scale was made ready for validity and reliability study in line with the recommendations made after the evaluations. In the first measurement tool consisting of a total of 58 items, the 5-point Likert scale was used and the degree of participation / disagreement of the participants in the judicial statements in the items was tried to be determined. In the first part of the scale form used in the research, there are 5 questions containing personal information of the teachers. The second part includes 58 meddes that measure the level of school principals' fulfillment of supervisory duties. In the study, the Organizational Commitment scale developed by Meyer and Allen was used as the second scale. The "Organizational Commitment Questionere" (OCQ), developed by Meyer & Allen (1984, 1997), focuses on organizational commitment; emotional commitment, continuation commitment and normative commitment, which are divided into three basic components (Baysal & Paksoy, 1999:8). Meyer and Allen's organizational commitment scale, which was used to collect data in the research, was designed according to the 5-point Likert scale and there are 18 items related to the organizational commitment of teachers in the scale. The opinions on the Likert-type scale used to measure the Level of Fulfillment of Supervisory Duties of School Principals are ranked from very positive to very negative. Accordingly; A scale of (5) Always, (4) usually, (3) I have no idea, (2) sometimes, (1) never was used. In the second scale, it consists of 18 questions in order to measure the organizational commitment levels of the employees;

A five-point likert scale was prepared with ratings as "Disagree (1)", "Disagree (2)", "I am undecided (3)", "I agree (4)", "I completely agree (5)".

The scale results were distributed over a width of  $5.00-1.00=4.00$  points. This width is divided by five to determine the levels that determine the cut-off points of the scale. The following criteria were taken as the basis for the evaluation of the scale expressions.

Options	Points	Score Range	Scale Evaluation
Never = (I Never Agree)	1	1,00 - 1,79	Very low
	2	1,80 - 2,59	Low
	3	2,60 - 3,39	Middle
	4	3,40 - 4,19	High
Always (Completely Agree)	5	4,20 - 5,00	Very high

According to the opinions of the teachers working in primary schools, the measurement tool prepared to reveal the level of fulfillment of the supervision duties of the primary school principals and the organizational commitment scale developed by Meyer and Allen were screened. As a result, the necessary information about the existing situation was obtained.

### 3.4. Implementing the Data Collection Tool

The measurement tool was first explained to the teachers in the sample group and the application was carried out by asking them to read the instruction at the beginning of the first scale carefully. SPSS for Windows (v19) program was used for the analysis of the data obtained as a result of this application. Cronbach-Alpha internal consistency coefficient was calculated for the reliability of the first scale (MDYO) and found to be  $\alpha = .928$ . The second scale, the Organizational Commitment scale, has been used in several theses conducted in Turkey before, and validity and reliability studies have been conducted. The reliability value of the scale is  $\alpha$  of the alpha reliability coefficient = 0.742.

Özdamar (2004) proposed the following criteria in the evaluation of Cronbach's Alpha Coefficient;

$0,00 \leq \alpha < 0,40$  The scale is not reliable.

$0,40 \leq \alpha < 0,60$  The scale is low reliability.

$0,60 \leq \alpha < 0,80$  The scale is quite reliable.

$0,80 \leq \alpha < 1,00$  The scale is a highly reliable scale.

According to these criteria, the first scale (MDYO) is highly reliable and the second scale used, the Organizational Commitment Scale, is very reliable.

The scales to be used in the researches should be tested in terms of building material. The prerequisite for construct validity is that the scale is suitable for KMO and Barlett's tests. Since the second scale used in the research, the Organizational Commitment Scale, is a scale that has been validated in previous studies, no validity analysis was required. However, for the first scale, the construct validity was analyzed. As a result of the analysis, the KMO value of the scale for determining teacher opinions on the "Levels of Bringing the Supervisor's Supervisory Duties to the Conclusion" was found to be less than 0.919 and the value of Barlett's globality test was less than 0.05. Accordingly, it was decided that the construct validity of the scale in question could be tested. As a result of factor analysis, a total of 6 dimensions were formed in the first scale. The results for this analysis are summarized in Table 3.

**Table 3. Teacher Opinions on School Principal's Supervisory Duties Determination Scale Factor Structure**

Dimensions	Substance	Factor Load	Cronbach's Alpha
Physical Situation	S7	0,868	0,925
	S6	0,860	
	S4	0,851	

	S8	0,846	
	S5	0,815	
	S2	0,785	
	S1	0,764	
	S3	0,686	
<b>Education-Teaching</b>	S14	0,789	0,928
	S11	0,780	
	S13	0,772	
	S12	0,751	
	S17	0,745	
	S9	0,744	
	S16	0,742	
	S20	0,738	
	S18	0,735	
	S19	0,730	
	S15	0,727	
S10	0,723		
<b>Student Affairs</b>	S25	0,829	0,886
	S23	0,804	
	S24	0,799	
	S22	0,796	
	S27	0,746	
	S26	0,732	
	S21	0,716	
<b>Personnel Affairs</b>	S37	0,805	0,947
	S32	0,803	
	S30	0,803	
	S35	0,796	
	S41	0,787	
	S33	0,781	
	S38	0,780	
	S39	0,773	
	S28	0,769	
	S31	0,752	
	S34	0,751	
	S36	0,736	
	S29	0,729	
	S40	0,690	
S42	0,680		
<b>Financial Affairs and Tif Operations</b>	S51	0,886	0,951
	S48	0,875	
	S49	0,869	
	S44	0,866	
	S47	0,859	
	S50	0,858	
	S43	0,854	
	S46	0,795	
S45	0,753		
<b>School-Environment Relations</b>	S56	0,891	0,929
	S57	0,882	
	S58	0,872	
	S55	0,863	
	S54	0,828	
	S53	0,792	
	S52	0,742	

Cronbach Alpha: 0,928

As can be understood from Table 3 above, as a result of factor analysis, it was seen that the first scale consisted of six dimensions.

### 3.5. Statistical Analysis of Data

Descriptive statistical techniques (Frequency, Percentage, Mean, Standard deviation) were used to evaluate the data. Kolmogorov Smirnov-Normal Distribution test was applied to determine whether the data of the study showed a normal distribution (Tablo 4).

**Table 4. Kolmogorov Smirnov-Normal Distribution Test Applied for the Variables of the Study**

	Dimensions	Physical Condition	Education-Teaching	Student affairs	Personnel affairs	Mali işler ve TIF işlemleri	School-environment relations	Emotional attachment	Attendance commitment	Normative adherence
N		409	409	409	409	409	409	409	409	409
Normal Distribution	Average	4,2800	4,2736	4,3178	4,2184	3,9973	4,1418	3,8260	3,1561	3,5958
	Standard deviation	,70587	,61596	,61840	,64259	,75101	,73957	,74083	,64309	,71248
Extreme Differences	Absolute	,154	,119	,135	,112	,110	,148	,123	,105	,148
	Positive	,154	,119	,135	,112	,098	,123	,057	,105	,077
	Negative	-,141	-,118	-,124	-,089	-,110	-,148	-,123	-,079	-,148
Kolmogorov-Smirnov Z		3,111	2,410	2,730	2,264	2,221	2,987	2,496	2,131	2,984
Asymp. Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000	,000

As a result of the Kolmogorov Smirnov-Normal Distribution test, it was determined that the data did not show normal distribution. Therefore, non-parametric methods were used while analyzing the data. In the comparison of quantitative data, Mann Whitney U test was used to compare the difference between the two groups, and Kruskal Wallis H-test was used for multiple group comparisons. The relationship between the dependent and independent variables of the study was tested by Spearman correlation analysis and regression analysis. The correlation relationships between the scales were evaluated according to the following criteria (Kalaycı, 2006, p.116);

<i>r</i>	Relation
0,00-0,25	Very low
0,26-0,49	low
0,50-0,69	middle
0,70-0,89	high
0,90-1,00	very high

The findings were evaluated at a significance level of 5% at the 95% confidence interval.

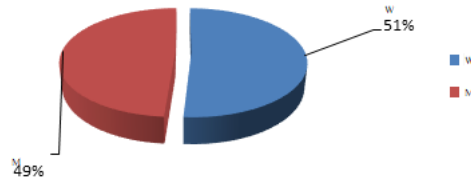
## FINDINGS AND INTERPRETATION

### 4.1. Findings on the Demographic Characteristics of the Participants

Below is information about the frequency and percentages of the participants according to the gender variable.

**Table 5. Distribution of Participants by Gender**

Gender	Frequency	(%)
W	209	51,1
M	200	48,9



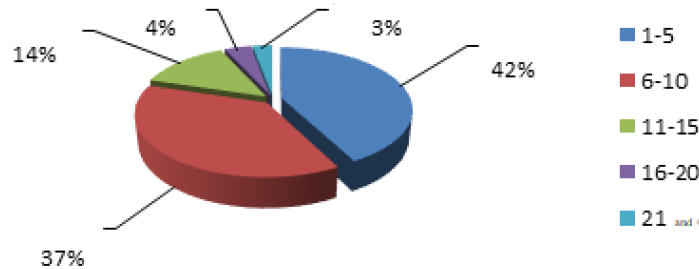
**Figure 1. Distribution of Participants by Gender**

The distribution of the participants according to their gender is shown in Table 5. Accordingly, 209 (51.1%) of the primary school teachers participating in the research were female and 200 (48.9%) were male. Based on these data, we can say that the proportion of women in teacher appointments has been increasing in recent years.

Information on the frequency and percentages of the participants according to the occupational seniority variable is shown in Table 6 and Figure 2.

**Table 6. Distribution of Participants According to Professional Seniority**

Distribution of Participants According to Professional Seniority	Frequency	(%)
1-5 year	173	42,3
6-10 year	153	37,4
11-15 year	55	13,4
16-20 year	16	3,9
21 and +	12	2,9

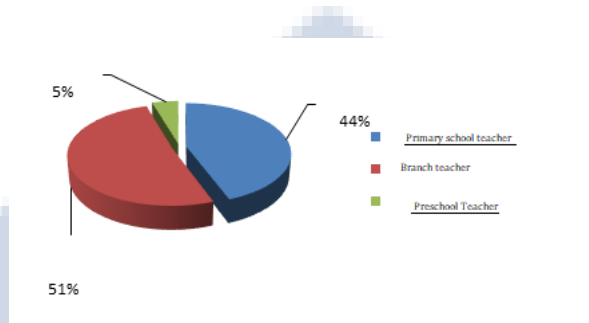


**Figure 1. Distribution of Participants According to Professional Seniority**

The distribution of participants according to their professional seniority is shown in Table 6 and Figure 2. Accordingly, it is seen that 80% of the primary school teachers participating in the research consist of teachers with 1-5 years and 6-10 years of seniority. This can be taken as an indication that the number of teachers appointed in the last decade is at a high level and that the teaching staff is getting younger. Information on the frequency and percentages of the participants according to the branch variable is shown in Table 7 and Figure 3.

**Table 7. Distribution of Participants by Branches**

	Frequency	(%)
Primary school teacher	181	44,3
Branch teacher	209	51,1
Preschool Teacher	19	4,6

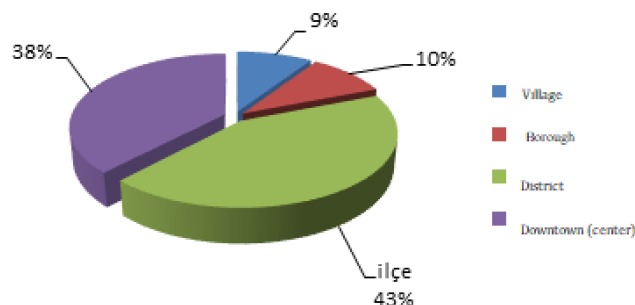
**Figure 3. Distribution of Participants by Branches**

The distribution of the participants according to their branches is examined in Table 7. Accordingly, 181 (44.3%) of the primary school teachers participating in the research are classroom teachers, 209 (51.1%) are branch teachers, and 19 (4.6%) are preschool teachers. When the data are examined, it is seen that the majority of the teachers are branch teachers. With the transition to the 4 + 4 + 4 new education system, we can say that it is normal for these data to be high as a result of the reopening of secondary schools and thus increasing the need for branch teachers.

Information on the frequency and percentages of the participants according to the location variable is shown in Table 8.

**Table 8. Distribution of Participants According to Their Settlements**

	Frequency	(%)
Village	38	9,3
Borough	40	9,8
District	176	43,0
Downtown (center)	155	37,9

**Figure 2. Distribution of Participants According to Their Settlements**

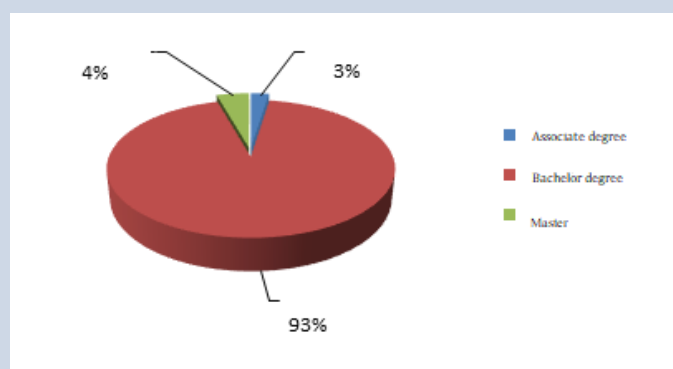
The distribution of the participants according to the place of their employment was examined in Table 8 and Figure 4. Accordingly, 38 (9.3%) of the primary school teachers participating in the research



work in the village, 40 (9.8%) in the town, 176 (43.0%) in the district, 155 (37.9%) in the city center. When we consider the number of schools in the provincial and district centers, the high number of teachers included in the sampling from these settlements can be accepted as an indication that the adequacy of our sample is high to represent the universe. Information on the frequency and percentages of the participants according to the learning status variable is shown in Table 9 and Figure 5.

**Table 9. Distribution of Participants According to Their Education Status**

	Frequency	(%)
Associate degree	10	2,4
Bachelor degree	381	93,2
Master	18	4,4
PhD.	0	0



**Figure 5. Distribution of Participants According to Their Education Status**

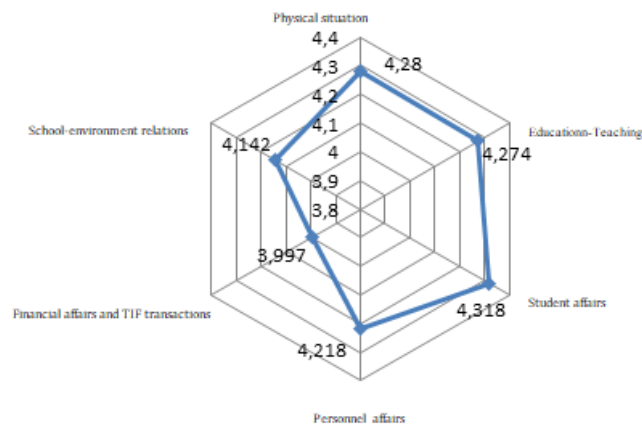
The distribution of participants according to their learning status is examined in Table 9 and Figure 5. Accordingly, 10 (2.4%) of the primary school teachers participating in the research have an associate degree, 381 (93.2%) have a bachelor's degree, and 18 (4.4%) have a master's degree. Since there are no doctoral teachers among the participants, this education status will not be taken into consideration in the following departments. As can be seen from the data, while the proportion of teachers with associate degrees is gradually decreasing, the rate of teachers with graduate degrees is also increasing. This can be interpreted as an increase in the educational status of teachers.

#### 4.2. Averages of participants' perception levels of school principals' ability to perform supervisory duties

Below are the distributions of the participants' perception levels of the school principals' ability to perform their supervisory duties, given in Table 10 and Figure 6.

**Table 10. Averages of participants' perception levels of school principals' ability to perform supervisory duties**

	N	M.	SS	Min.	Max.
Physical situation	409	4,280	0,706	1,000	5,000
Education-Teaching	409	4,274	0,616	1,417	5,000
Student affairs	409	4,318	0,618	1,857	5,000
Personnel affairs	409	4,218	0,643	1,133	5,000
Financial affairs and TIF transactions	409	3,997	0,751	1,000	5,000
School-environment relations	409	4,142	0,740	1,000	5,000



**Figure 6. Averages of participants' perception levels of school principals' ability to perform supervisory duties**

When the average level of perception of the participants about the fulfillment of the supervision duties of the school principals was examined; very high levels of control perceptions of the physical condition ( $4,280 \pm 0.706$ ); very high levels of perceptions of supervision of education and training ( $4,274 \pm 0.616$ ); very high levels of perceptions of supervision of student affairs ( $4,318 \pm 0.618$ ); very high levels of perceptions of supervision of personnel work ( $4,218 \pm 0.643$ ); high level of audit perceptions of financial affairs and TIF transactions ( $3,997 \pm 0.751$ ); It was found that the control perceptions about school-environment relations were at a high level ( $4.142 \pm 0.740$ ). In the radar graph in Figure 6, the level of perception of the teachers participating in the study about the performance of the supervision duties of the school principals is given comparatively according to the dimensions. Participants state that the supervision duties of the school principal are at least in the financial affairs and TIF transactions. The fact that the levels of perception are generally very high can be taken as an indication that the questions about the level of teachers' ability to perform the supervisory duties of the school principal given on the scale are clearly understood and accepted.

#### **4.2.1. Examination of Participants' Perception Levels Regarding the Fulfillment of Supervisory Duties of School Principals in terms of Demographic Characteristics**

It was investigated whether the participants' perception levels regarding the performance of the supervision duties of the school principals changed according to gender, seniority, branch, education status and the settlement unit they served.

##### **4.2.1.1. In terms of gender variable**

Below, it is examined whether the participants' perception levels about the performance of the supervision duties of the school principals differed according to the gender variable.

**Table 11. Examination of Participants' Perception Levels of School Principals on Performing Supervisory Duties According to Gender Variable**

	Group	N	S.O.	S.d.	MWU	p
Physical situation	W	209	206,53	207	20580,500	0,788
	M	200	203,40	198		
Education-Teaching	W	209	213,45	207	19134,000	0,139
	M	200	196,17	198		
Student affairs	W	209	215,12	207	18784,500	0,075
	M	200	194,42	198		
Personnel affairs	W	209	211,89	207	19460,000	0,227
	M	200	197,80	198		
Financial affairs and TIF transactions	W	209	208,60	207	20148,000	0,527
	M	200	201,24	198		
School-environment relations	W	209	206,89	207	20505,000	0,739
	M	200	203,03	198		

According to the gender variable, the participants' perception levels about the school principals' fulfillment of supervision duties were  $U=20580.500$  in terms of physical condition;  $p=0.788>0.05$ ), in terms of education,  $U=19134.000$ ;  $p=0.139>0.05$ ), in terms of student affairs,  $U=18784.500$ ;  $p=0.075>0.05$ ),  $U=19460.000$  in terms of personnel work;  $p=0.227>0.05$ ), in terms of financial affairs and TIF transactions,  $U=20148.000$ ;  $p=0.527>0.05$ ),  $U=20505.000$  in terms of school-environment relations;  $p=0.739>0.05$ ) did not show a significant difference.

Accordingly; Participants' perceptions of school principals' ability to perform supervisory duties were not significant in terms of gender variable.

#### 4.2.1.2. In terms of seniority variable

Below, it was examined whether the participants' perception levels about the performance of the supervision duties of the school principals differed according to the seniority variable.

**Table 12. Examination of Participants' Perceptions of School Principals' Fulfillment of Supervisory Duties According to Seniority Variable**

	Group	N	S.O.	S.d.	$\chi^2$	p	Farkın Kaynağı
Physical situation	1-5 year	173	223,60	168	7,719	0,102	
	6-10 year	153	192,99	148			
	11-15 year	55	185,34	50			
	16-20 year	16	196,38	11			
	21 year and +	12	191,50	7			
Education-Teaching	1-5 year	173	219,97	168	5,476	0,242	
	6-10 year	153	194,57	148			
	11-15 year	55	188,24	50			
	16-20 year	16	214,16	11			
	21 year and +	12	186,83	7			
Student affairs	1-5 year	173	217,69	168	4,254	0,373	
	6-10 year	153	194,98	148			
	11-15 year	55	189,49	50			
	16-20 year	16	216,72	11			
	21 year and +	12	205,17	7			
Personnel affairs	1-5 year	173	231,68	168	17,047	<b>0,002</b>	<b>A-B</b>
	6-10 year	153	187,81	148			
	11-15 year	55	169,63	50			
	16-20 year	16	202,53	11			
	21 year and +	12	204,88	7			
Financial affairs and TIF transactions	1-5 year	173	226,86	168	11,065	<b>0,026</b>	
	6-10 year	153	188,07	148			
	11-15 year	55	185,34	50			
	16-20 year	16	189,69	11			

	21 year and +	12	216,33	7		
School-environment relations	1-5 year	173	227,37	168	11,225	<b>0,024</b>
	6-10 year	153	186,96	148		
	11-15 year	55	187,55	50		
	16-20 year	16	196,47	11		
	21 year and +	12	203,83	7		

The examination of the participants' perception levels of the school principals' fulfillment of supervision duties according to the occupational seniority variable was solved by Kruskal Wallis H test because the data did not show a normal distribution. In the analysis, according to the seniority variable of the participant perceptions, KW=7.719 in terms of physical condition;  $p=0.102>0.05$ ), KW=5.476 in terms of education;  $p=0.242>0.05$ ), KW=4.254 in terms of student affairs;  $p=0.373>0.05$ ), it was understood that there was no significant difference.

However; It was concluded that the perceptions of the participants showed a significant difference in the dimension of personnel work in terms of seniority variable (KW=17.047;  $p=0.002<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference. Accordingly; The mean of perceived personnel jobs of primary school teachers with professional seniority of 1-5 years was higher than the average of perceived personnel jobs of primary school teachers with professional seniority of 6-10 years ( $U=10363.500$ ;  $p=0.001<0.05$ ). The mean of perceived personnel jobs of primary school teachers with professional seniority of 1-5 years was higher than the average of perceived personnel jobs of primary school teachers with professional seniority of 11-15 years ( $U=3384,000$ ;  $p=0.001<0.05$ ).

According to the Kruskal Wallis H-Test results conducted to determine whether the averages of the participants' perceived financial affairs and TIF transactions averages showed a significant difference in terms of occupational seniority variable; The difference between the group rankings was found to be significant (KW=11.065;  $p=0.026<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference. Accordingly; The mean of perceived financial affairs and TIF transactions of primary school teachers with professional seniority of 1-5 years was higher than the averages of perceived financial affairs and TIF transactions of primary school teachers with professional seniority of 6-10 years ( $U=10721.500$ ;  $p=0.003<0.05$ ). The mean of perceived financial affairs and TIF transactions of primary school teachers with professional seniority of 1-5 years was higher than the averages of perceived financial affairs and TIF transactions of primary school teachers with professional seniority of 11-15 years ( $U=3799,500$ ;  $p=0.023<0.05$ ).

According to the Kruskal Wallis H-Test results conducted to determine whether the averages of the perceived school-environment relations of the participants showed a significant difference in terms of occupational seniority variable; The difference between the group rankings was found to be significant (KW=11.225;  $p=0.024<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference. Accordingly; The mean of perceived school-environment relations of primary school teachers with professional seniority of 1-5 years was higher than the mean of perceived school-environment relations of primary school teachers with professional seniority of 6-10 years ( $U=10613,000$ ;  $p=0.002<0.05$ ). The mean of perceived school-environment relations of primary school teachers with professional seniority of 1-5 years was higher than the mean of perceived school-environment relations of primary school teachers with professional seniority of 11-15 years ( $U=3823,000$ ;  $p=0.027<0.05$ ).

In terms of the seniority variable, the participants' perceptions about the new duties of the school principals in terms of the supervision duties etc. were taken into consideration in terms of the seniority variable; There are significant differences in the dimensions of personnel, financial affairs and school-environment relations. It is observed that the difference is in favor of the newly appointed teachers and those with 11-15 years of seniority. From this, it can be concluded that the teachers who started to work were more careful and knowledgeable on these issues and closely followed the personnel affairs-financial affairs and school environment relations closely. The reason for this can be shown is that the candidacy and in-service trainings for newly appointed teachers have been taken more seriously recently.

#### 4.2.1.3. In terms of branch variable

Below, it is examined whether the participants' perception levels regarding the performance of the supervision duties of the school principals differed according to the branch variable.

**Table 13. Examination of the Participants' Perception Levels of Fulfilling the Supervisory Duties of School Principals According to Branch Variable**

	Group	N	S.O.	S.d.	X <sup>2</sup>	p
Physical situation	Primary teacher	181	199,68	178	1,300	0,522
	Branch teacher	209	207,35	206		
	Preschool Teacher	19	229,79	16		
Education-Teaching	Primary teacher	181	201,37	178	3,221	0,200
	Branch teacher	209	203,86	206		
	Preschool Teacher	19	252,11	16		
Student affairs	Primary teacher	181	202,23	178	3,117	0,210
	Branch teacher	209	203,18	206		
	Preschool Teacher	19	251,39	16		
Personnel affairs	Primary teacher	181	201,77	178	2,908	0,234
	Branch teacher	209	203,72	206		
	Preschool Teacher	19	249,87	16		
Financial affairs and TIF transactions	Primary teacher	181	212,65	178	2,690	0,261
	Branch teacher	209	196,23	206		
	Preschool Teacher	19	228,55	16		
School-environment relations	Primary teacher	181	203,67	178	0,461	0,794
	Branch teacher	209	204,54	206		
	Preschool Teacher	19	222,74	16		

According to the branch variable, the participants' perception levels about the performance of the supervision duties of the school principals were KW=1,300 in terms of physical condition; p=0.522>0.05), KW=3.221 in terms of education; p=0.200>0.05), KW=3.117 in terms of student affairs; p=0.210>0.05), KW=2.908 in terms of personnel work; p=0.234>0.05), KW=2.690 in terms of financial affairs and TIF transactions; p=0.261>0.05), KW=0.461 in terms of school-environment relations; p=0.794>0.05) did not show any significant difference. Accordingly; It is seen that the participants' perception levels about the performance of the supervision duties of the school principals did not show any difference according to the branch variable as well as the gender variable.

#### 4.2.1.4. In terms of Task Location Variable

Below, it is examined whether the participants' perception levels regarding the performance of the supervision duties of the school principals differed from the location variable.

**Table 14. Examination of the Participants' Perception Levels of School Principals on Performing Supervisory Duties According to the Location Variable**

	Group	N	S.O.	S.d.	X <sup>2</sup>	p
Physical situation	Village	38	225,62	34	1,304	0,728
	Borough	40	201,65	36		
	District	176	203,63	172		
	Downtown	155	202,37	151		
Education-Teaching	Village	38	213,83	34	0,840	0,840
	Borough	40	190,51	36		
	District	176	206,36	172		
	Downtown	155	205,03	151		
Student affairs	Village	38	217,89	34	4,949	0,176
	Borough	40	190,75	36		
	District	176	217,20	172		
	Downtown	155	191,66	151		
Personnel affairs	Village	38	232,86	34	9,965	<b>0,019</b>
	Borough	40	211,50	36		
	District	176	217,51	172		
	Downtown	155	182,28	151		

Financial affairs and TIF transactions	Village	38	204,47	34	24,963	0,000
	Borough	40	206,54	36		
	District	176	235,18	172		
	Downtown	155	170,46	151		
School-environment relations	Village	38	218,70	34	4,702	0,195
	Borough	40	199,45	36		
	District	176	216,30	172		
	Downtown	155	190,24	151		

Participants' perceptions of school principals performing their supervisory duties were determined to be  $KW=1.304$  in terms of physical condition according to the variable of the settlement where they worked;  $p=0.728>0.05$ ),  $KW=0.840$  in terms of education;  $p=0.840>0.05$ ),  $KW=4.949$  in terms of student affairs;  $p=0.176>0.05$ ),  $KW=4.702$  in terms of school-environment relations;  $p=0.195>0.05$ ) did not show any significant difference.

According to the Kruskal Wallis H-Test results conducted to determine whether the averages of the participants' perceived personnel jobs showed a significant difference in terms of the settlement variable they served; The difference between the group rankings was found to be significant ( $KW=9.965$ ;  $p=0.019<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference. Accordingly; The mean of perceived personnel jobs of primary school teachers working in the village settlement was higher than the average of perceived personnel jobs of primary school teachers working in the city center settlement ( $U=2241,000$ ;  $p=0.022<0.05$ ). The mean of perceived personnel jobs of primary school teachers working in the district settlement was higher than the average of perceived personnel jobs of primary school teachers working in the city center settlement ( $U=11233.500$ ;  $p=0.006<0.05$ ).

According to the Kruskal Wallis H-Test results conducted to determine whether the participants' perceived financial affairs and TIF transactions averages showed a significant difference in terms of the settlement variable they served; The difference between the group rankings was found to be significant ( $KW=24.963$ ;  $p=0.000<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference. Accordingly; The mean of perceived financial affairs and TIF transactions of primary school teachers working in the district settlement were higher than the averages of perceived financial affairs and TIF transactions of primary school teachers working in the city center settlement ( $U=9321,000$ ;  $p=0.000<0.05$ ).

Accordingly; It is seen that the participants' perception levels of the school principals' fulfillment of supervisory duties differed in the dimensions of personnel affairs and financial affairs according to the variable of the settlement they served. It is seen that this difference is between the teachers working in the village settlement and the teachers working in the city center settlement in the personnel affairs dimension, and also between the teachers working in the district settlement and the teachers working in the city center settlement. In the Financial Affairs dimension, there is a difference between the teachers working in the district settlement and the teachers working in the city settlement. Considering that the differences are in favor of those working in small settlements, it can be shown as a reason for the fact that there are not too many complicated situations in personnel and financial affairs in small settlements and that such transactions can be carried out more easily in small settlements.

#### 4.2.1.5. In terms of Learning Status Variable

Below, it is examined whether the participants' perception levels about the performance of supervision duties by school principals differed from the learning status variable.

**Table 15. Examination of the Participants' Perception Levels of School Principals on Performing Supervisory Duties According to the Learning Status Variable**

	Group	N	S.O.	S.d.	$\chi^2$	p
Physical situation	Associate degree	10	238,70	7	0,910	0,634
	Bachelor	381	204,49	378		
	Master	18	197,17	15		
Education-Teaching	Associate degree	10	253,75	7	2,528	0,283
	Bachelor	381	202,65	378		
	Master	18	227,72	15		
Student affairs	Associate degree	10	254,10	7	2,293	0,318

	Bachelor	381	202,86	378		
	Master	18	222,92	15		
Personnel affairs	Associate degree	10	237,55	7	1,031	0,597
	Bachelor	381	203,54	378		
	Master	18	217,81	15		
Financial affairs and TIF transactions	Associate degree	10	204,15	7	1,809	0,405
	Bachelor	381	206,74	378		
	Master	18	168,58	15		
School-environment relations	Associate degree	10	232,70	7	1,791	0,408
	Bachelor	381	202,90	378		
	Master	18	234,11	15		

KW=0.910 in terms of physical condition according to the learning status variable of the participants' perception levels of performing the supervision duties of the school principals;  $p=0.634>0.05$ ), KW=2.528 in terms of education;  $p=0.283>0.05$ ), KW=2.293 in terms of student affairs;  $p=0.318>0.05$ ), KW=1.031 in terms of personnel work;  $p=0.597>0.05$ ), KW=1.809 in terms of financial affairs and TIF transactions;  $p=0.405>0.05$ ), KW=1.791 in terms of school-environment relations;  $p=0.408>0.05$ ) did not show any significant difference.

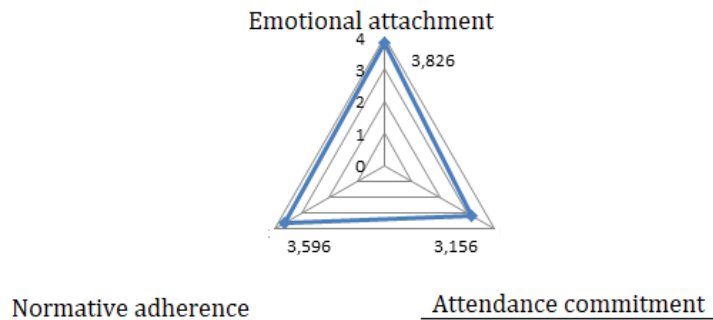
Accordingly; It is seen that the participants' perception levels of the school principals' fulfillment of the supervision duties did not show any difference according to the education status variable as well as the gender and branch variable.

### 4.3. Averages of Participants' Organizational Commitment Levels

Below is information on the level of organizational commitment of the participants in Table 16 and Figure 7.

**Table 16. Averages of Participants' Organizational Commitment Levels**

	N	M.	SS	Min.	Max.
Emotional attachment	409	3,826	0,741	1,000	5,000
Attendance commitment	409	3,156	0,643	1,000	5,000
Normative adherence	409	3,596	0,712	1,000	5,000



**Figure 7. Averages of Participants' Organizational Commitment Levels**

When the average organizational commitment levels of the participants were examined; high level of emotional commitment ( $3.826 \pm 0.741$ ); moderate level of attendance commitment ( $3.156 \pm 0.643$ ); normative commitment level was found to be high ( $3.596 \pm 0.712$ ). In the radar graph in Figure 7, the level of organizational commitment of the teachers participating in the study is given comparatively according to the dimensions. High emotional and normative commitment and low attendance commitment can be attributed to the presence of other factors that negatively affect Attendance Commitment and are not caused by school. For example, owning a home in one's hometown negatively affects a teacher's attendance commitment, regardless of school affiliation.

#### 4.3.1. Examination of Participants' Organizational Commitment Levels According to Demographic Characteristics

It was investigated whether the organizational commitment levels of the participants changed according to gender, seniority, branch, education status, and the settlement unit they served.

##### 4.3.1.1. In terms of gender variable

Below is the MW-U test for the analysis of participants' organizational commitment levels in terms of gender variable.

**Table 17. Examination of Participants' Organizational Commitment Levels According to Gender Variable**

	Group	N	S.O.	S.d.	MW	p
Emotional attachment	W	209	206,84	207	20515,000	0,746
	M	200	203,08	198		
Attendance commitment	W	209	203,40	207	20565,000	0,778
	M	200	206,68	198		
Normative adherence	W	209	214,14	207	18990,500	0,108
	M	200	195,45	198		

**Table 18. Examination of Participants' Organizational Commitment Levels According to Professional Seniority Variable**

	Group	N	S.O.	S.d.	X <sup>2</sup>	p
Emotional attachment	1-5 year	173	207,67	168	10,521	0,033
	6-10 year	153	205,26	148		
	11-15 year	55	205,25	50		
	16-20 year	16	246,72	11		
	21 year and +	12	106,42	7		
Attendance commitment	1-5 year	173	203,03	168	0,928	0,921
	6-10 year	153	203,66	148		
	11-15 year	55	207,83	50		
	16-20 year	16	206,25	11		
	21 year and +	12	235,88	7		
Normative adherence	1-5 year	173	202,47	168	0,219	0,994
	6-10 year	153	206,64	148		
	11-15 year	55	204,87	50		
	16-20 year	16	209,81	11		
	21 year and +	12	214,71	7		

According to the Kruskal Wallis H-Test results conducted to determine whether the emotional commitment levels of the participants showed a significant difference in terms of occupational seniority variable; The difference between the group rankings was found to be significant (KW=10.521;  $p=0.033 < 0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference.



**Table 19. Analysis of Participants' Emotional Commitment in terms of Occupational Seniority Variable-I**

	Group	N	S.O.	S.d.	MWU	p
Emotional attachment	1-5 year	173	207,67	168	543,500	0,006
	21 year and +	12	106,42	7		

Accordingly; The mean emotional commitment of primary school teachers with a professional seniority of 1-5 years was higher than the mean of emotional commitment of primary school teachers with professional seniority of 21 years or more ( $U=543,500$ ;  $p=0.006<0.05$ ).

**Table 20. Analysis of Participants' Emotional Commitment in terms of Professional Seniority-II**

	Group	N	S.O.	S.d.	MWU	p
Emotional attachment	6-10 year	153	205,26	148	474,000	0,005
	21 year and +	12	106,42	7		

The mean emotional commitment of primary school teachers with a professional seniority of 6-10 years was higher than the mean of emotional commitment of primary school teachers with a professional seniority of 21 years or more ( $U=474,000$ ;  $p=0.005<0.05$ ).

**Table 21. Analysis of Participants' Emotional Commitment in terms of Professional Seniority-III**

	Group	N	S.O.	S.d.	MWU	p
Emotional attachment	11-15 year	55	205,25	50	147,500	0,003
	21 year and +	12	106,42	7		

The mean emotional commitment of primary school teachers with professional seniority of 11-15 years was higher than the mean of emotional commitment of primary school teachers with professional seniority of 21 years or more ( $U=147,500$ ;  $p=0.003<0.05$ ).

**Table 22. Analysis of Participants' Emotional Commitment in terms of Professional Seniority-IV**

	Group	N	S.O.	S.d.	MWU	p
Emotional attachment	16-20 year	16	246,72	11	34,000	0,004
	21 year and +	12	106,42	7		

The mean emotional commitment of primary school teachers with professional seniority of 16-20 years was higher than the mean of emotional commitment of primary school teachers with professional seniority of 21 years or more ( $U=34,000$ ;  $p=0.004<0.05$ ). According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the attendance commitment levels of the participants showed a significant difference in terms of occupational seniority variable; The difference between the group rankings was not significant ( $KW=0.928$ ;  $p=0.921>0.05$ ). According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the normative commitment levels of the participants showed a significant difference in terms of occupational seniority variable; the difference between the group rankings was not significant ( $KW=0.219$ ;  $p=0.994>0.05$ ). Accordingly; It is seen that the attendance commitment and normative commitment levels of the participants did not differ according to the seniority variable. However, it is seen that the emotional commitment levels of the teachers participating in the study differ according to the seniority variable. This difference is in favor of teachers with seniority of 1-5 years, 6-10 years, 11-15 years and 16-20 years and teachers with seniority of 21 years and above, and teachers with low seniority. This can be interpreted as emotional commitment decreases as professional seniority increases.

#### 4.3.1.3. In terms of branch variable

Below is the KW-H test for the analysis of the organizational commitment levels of the participants in terms of the branch variable.

**Table 23. Examination of Participants' Organizational Commitment Levels According to Branch Variable**

	Group	N	S.O.	S.d.	X <sup>2</sup>	p
Emotional attachment	Primary teacher	181	196,88	178	2,528	0,283
	Branch teacher	209	209,11	206		
	Preschool teacher	19	237,08	16		
Attendance commitment	Primary teacher	181	216,64	178	3,279	0,194
	Branch teacher	209	196,53	206		
	Preschool teacher	19	187,37	16		
Normative adherence	Primary teacher	181	193,81	178	9,616	<b>0,008</b>
	Branch teacher	209	207,83	206		
	Preschool teacher	19	280,45	16		

According to the branch variable of the participants' organizational commitment levels, KW=2.528 in terms of emotional commitment;  $p=0.283>0.05$ ), KW=3.279 in terms of continuation dependence;  $p=0.194>0.05$ ), it is understood that there is no significant difference. According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the normative commitment levels of the participants showed a significant difference in terms of the branch variable; The difference between the group rankings was found to be significant (KW=9.616;  $p=0.008<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference.

**Table 24. Analysis of Participants' Normative Adherence in terms of Branch-I**

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Preschool teacher	19	280,45	16	1013,000	0,003
	Primary teacher	181	193,81	178		

The mean normative commitment of preschool teachers was higher than the mean of normative commitment of classroom teachers ( $U=1013,000$ ;  $p=0.003<0.05$ ).

#### 4.3.1.4. In terms of the Location Variable

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Preschool teacher	19	280,45	16	1258,500	0,008
	Branch teacher	209	207,83	206		

The mean normative commitment of preschool teachers was higher than the normative commitment averages of branch teachers ( $U=1258,500$ ;  $p=0,008<0,05$ ).

Accordingly; It is seen that the normative commitment levels of the participants differ according to the branch variable. This difference is in favor of preschool teachers between teachers in the preschool branch and those in the classroom teaching branch and branch teachers. This can be interpreted as the fact that the students who fall under the scope of preschool teachers' duties have a greater sense of moral responsibility and duty due to the fact that the age group is small. In addition, the fact that the percentage of preschool teachers entering the sample is low (5%) and that the supervision of preschool teachers includes simpler responsibilities than other branches can be shown as the reason for this difference.

#### 4.3.1.4. In terms of the Location Variable

Below is the KW-H test for the analysis of participants' organizational commitment levels in terms of the location variable.

**Table 26. Examination of Participants' Organizational Commitment Levels According to Location Variable**

	Group	N	S.O.	S.d.	$\chi^2$	p
Emotional attachment	Village	38	222,74	34	13,301	<b>0,004</b>
	Borough	40	190,83	36		
	District	176	183,78	172		
	Downtown	155	228,41	151		
Attendance commitment	Village	38	203,99	34	0,806	0,848
	Borough	40	191,11	36		
	District	176	204,30	172		
	Downtown	155	209,63	151		
Normative adherence	Village	38	232,89	34	12,560	<b>0,006</b>
	Borough	40	198,78	36		
	District	176	183,25	172		
	Downtown	155	224,46	151		

According to the Kruskal Wallis H-Test results conducted to determine whether the emotional attachment levels of the participants showed a significant difference in terms of the location variable; The difference between the group rankings was found to be significant (KW=13.301; p=0.004<0.05). The Mann Whitney U test was performed to determine which group caused the difference.

**Table 27. Analysis of participants' emotional attachment in terms of the settlements they served**

	Group	N	S.O.	S.d.	MWU	p
Emotional attachment	Downtown	155	228,41	151	10627,000	0,000
	District	176	183,78	172		

The mean emotional commitment of primary school teachers working in the city center settlement was higher than the average emotional commitment of primary school teachers working in the district settlement (U=10627,000; p=0.000<0.05). According to the Kruskal Wallis H-Test results conducted to determine whether the attendance commitment levels of the participants showed a significant difference in terms of the settlement variable; The difference between the group rankings was not significant (KW=0.806; p=0.848>0.05). According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the normative commitment levels of the participants showed a significant difference in terms of the settlement variable; The difference between the group rankings was found to be significant (KW=12.560; p=0.006<0.05). The Mann Whitney U test was performed to determine which group caused the difference.

**Table 28. Analysis of the Participants' Normative Adherence in terms of the Settlements They Served-I**

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Village	38	232,89	34	2492,500	0,014
	District	176	183,25	172		

The mean normative commitment of primary school teachers working in the village settlement was higher than the normative commitment average of primary school teachers working in the district settlement (U=2492.500; p=0.014<0.05).

**Table 29. Analysis of Participants' Normative Adherence in terms of the Settlements They Serve-II**

	Grup	N	S.O.	S.d.	MWU	p
Normative adherence	Downtown	155	224,46	151	10925,000	0,002
	District	176	183,25	172		

The mean normative commitment of primary school teachers working in the city center settlement was higher than the normative commitment average of primary school teachers working in the district settlement ( $U=10925,000$ ;  $p=0.002<0.05$ ).

Accordingly; It is seen that the emotional and normative commitment levels of the participants differ according to the locality variable they serve. This difference is usually between the teachers working in the city settlement and the teachers working in the district settlement and in favor of the teachers working in the city center settlement. This can be interpreted as the fact that the teachers working in city centers have more opportunities positively affects their emotional and normative commitment.

#### 4.3.1.5. In terms of Learning Status Variable

Below is the KW-H test for the analysis of participants' organizational commitment levels in terms of learning status variable.

**Table 30. Examination of Participants' Organizational Commitment Levels According to Learning Status Variable**

	Grup	N	S.O.	S.d.	$X^2$	p
Emotional attachment	Associate degree	10	192,45	7	2,319	0,314
	Bachelor	381	207,22	378		
	Master	18	165,08	15		
Attendance commitment	Associate degree	10	302,40	7	8,377	0,015
	Bachelor	381	204,05	378		
	Master	18	171,00	15		
Normative adherence	Associate degree	10	288,80	7	12,324	0,002
	Bachelor	381	206,30	378		
	Master	18	130,86	15		

According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the emotional attachment levels of the participants showed a significant difference in terms of the learning status variable; The difference between the group rankings was not significant ( $KW=2.319$ ;  $p=0.314>0.05$ ). According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the attendance commitment levels of the participants showed a significant difference in terms of the learning status variable; The difference between the group rankings was found to be significant ( $KW=8.377$ ;  $p=0.015<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference.

**Table 31. Analysis of Participants' Attendance Commitments in terms of Educational Status-I**

	Group	N	S.O.	S.d.	MWU	p
Attendance Commitment	Associate degree	10	302,40	7	989,500	0,009
	Bachelor	381	204,05	378		

The mean attendance commitment of primary school teachers with associate degree was found to be higher than the mean attendance commitment of primary school teachers with undergraduate education ( $U=989,500$ ;  $p=0.009<0.05$ ).

**Table 32. Analysis of Participants' Attendance Commitments in terms of Educational Status-II**

	Group	N	S.O.	S.d.	MWU	p
Attendance Commitment	Associate degree	10	302,40	7	31,500	0,005
	Master	18	171,00	15		

The mean attendance commitment of primary school teachers with associate degree was found to be higher than the mean attendance commitment of primary school teachers with master's degree ( $U=31,500$ ;  $p=0.005<0.05$ ). According to the results of the Kruskal Wallis H-Test, which was conducted to determine whether the normative commitment levels of the participants showed a significant difference in terms of the learning status variable; The difference between the group rankings was

found to be significant ( $KW=12.324$ ;  $p=0.002<0.05$ ). The Mann Whitney U test was performed to determine which group caused the difference.

**Table 33. Analysis of Participants' Normative Adherence in terms of Educational Status-I**

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Associate degree	10	288,80	7	1131,500	0,027
	Bachelor	381	206,30	378		

The mean normative commitment of primary school teachers with associate degree was higher than the normative commitment average of primary school teachers with undergraduate education ( $U=1131,500$ ;  $p=0.027<0.05$ ).

**Table 34. Analysis of Participants' Normative Adherence in terms of Educational Status-II**

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Associate degree	10	288,80	7	25,500	0,002
	Master	18	130,86	15		

The mean normative commitment of primary school teachers with associate degree was higher than the normative commitment averages of primary school teachers with a master's degree ( $U=25,500$ ;  $p=0.002<0.05$ ).

**Table 35. Analysis of Participants' Normative Adherence in terms of Educational Status-III**

	Group	N	S.O.	S.d.	MWU	p
Normative adherence	Bachelor	381	206,30	378	2159,500	0,008
	Master	18	130,86	15		

The mean normative commitment of primary school teachers with undergraduate education was higher than the normative commitment averages of primary school teachers with master's-doctoral education status ( $U=2159,000$ ;  $p=0.008<0.05$ ). Accordingly; It is seen that the emotional commitment levels of the participants did not differ according to the learning status variable. However, it is seen that the attendance and normative commitment levels of the teachers participating in the study differ according to the learning status variable. This difference is in favor of the group with lower educational status (associate degree). Considering the seniority and age of the teachers whose education status is associate degree, this significant difference is in favor of the teachers with associate degree; it can be interpreted that teachers of higher seniority and age do not have much expectation from their school as they are nearing the end of their profession.

#### 4.4. Comparison of Participants' Perception Levels of School Principals on Performing Supervisory Duties and Their Organizational Commitment Levels

Below are the correlation analyses used to test whether there is a relationship between the participants' perception levels of school principals in performing supervisory duties and their level of organizational commitment.

**Table 36. Examination of the Relationship Between the Participants' Perception Levels of School Principals in Fulfilling Their Supervisory Duties and Their Organizational Commitment Levels with Correlation Analysis**

		Emotional attachment	Attendance commitment	Normative adherence
Physical situation	r	0,337***	0,171**	0,314***
	p	<b>0,000</b>	<b>0,001</b>	<b>0,000</b>
	N	409	409	409
Education-Teaching	r	0,349***	0,139**	0,360***
	p	<b>0,000</b>	<b>0,005</b>	<b>0,000</b>
	N	409	409	409
Student affairs	r	0,272***	0,143**	0,277***
	p	<b>0,000</b>	<b>0,004</b>	<b>0,000</b>

	N	409	409	409
Personnel affairs	r	0,317***	0,203***	0,349***
	p	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>
	N	409	409	409
Financial affairs and TIF transactions	r	0,157**	0,071	0,136**
	p	<b>0,001</b>	0,149	<b>0,006</b>
	N	409	409	409
School-environment relations	r	0,282***	0,053	0,231***
	p	<b>0,000</b>	0,281	<b>0,000</b>
	N	409	409	409

\*p&lt;0,05

\*\*p&lt;0,01

\*\*\*p&lt;0,000

As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervisory duties for "physical condition" and their emotional commitment, a significant relationship was found between the scores in a positive direction of 33.7% ( $r=0.337$ ;  $p=0.000$ ). Accordingly, as the averages of perceived physical condition increase, the average of emotional attachment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervision duties for "education-training" and their emotional commitment, a significant relationship was found between the scores in a positive direction of 34.9% ( $r=0.349$ ;  $p=0.000$ ). Accordingly, as the perceived education and training averages increase, the average of emotional attachment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervision duties for "student affairs" and their emotional commitment, a significant relationship was found between the scores in a positive direction of 27.2% ( $r=0.272$ ;  $p=0.000$ ). Accordingly, as the average of perceived student jobs increases, the average of emotional commitment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervisory duties for "personnel affairs" and their emotional commitment, a significant relationship was found between the scores in a positive direction of 31.7% ( $r=0.317$ ;  $p=0.000$ ).

Accordingly, as the average of perceived personnel jobs increases, the average of emotional commitment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervisory duties for "financial affairs and TIF transactions" and their emotional commitment, a significant relationship was found between the scores in a positive direction of 15.7% ( $r=0.157$ ;  $p=0.001$ ). Accordingly, as the averages of perceived financial affairs and TIF transactions increase, the average of emotional commitment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals performing supervisory duties for "school-environment affairs" and their emotional attachment, their perceptions about performing supervisory duties for their jobs and their emotional commitment, a significant positive relationship was found between the scores in 28.2% ( $r=0.282$ ;  $p=0.000$ ). Accordingly, as the averages of perceived school-environment relationships increase, the average of emotional attachment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervision duties for "physical condition" and attendance commitment, a significant relationship was found between the scores in a positive direction of 17.1% ( $r=0.171$ ;  $p=0.001$ ). Accordingly, as the averages of perceived physical condition increase, the average attendance commitment also increases (Table 35).

As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervision duties for "education-training" and attendance commitment, a significant relationship was found between the scores in a positive direction of 13.9% ( $r=0.139$ ;  $p=0.005$ ). Accordingly, as the perceived education and training averages increase, the attendance commitment averages also increase. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervision duties for "student affairs" and attendance commitment, a significant relationship was

found between the scores in a positive direction of 14.3% ( $r=0.143$ ;  $p=0.004$ ). Accordingly, as perceived student job averages increase, attendance engagement averages also increase. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervisory duties for "personnel affairs" and attendance commitment, a significant relationship was found between the scores in a positive direction of 20.3% ( $r=0.203$ ;  $p=0.000$ ). Accordingly, as the average of perceived personnel jobs increases, the average attendance engagement also increases.

As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervisory duties for "financial affairs and TIF transactions" and attendance commitment, there was no statistically significant relationship between the scores ( $r=0.071$ ;  $p=0.149>0.05$ ). As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervision duties for "school-environment affairs" and attendance commitment, no statistically significant relationship was found between the scores ( $r=0.053$ ;  $p=0.281>0.05$ ). As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervision duties for "physical condition" and normative adherence, a significant relationship was found between the scores in a positive direction of 31.4% ( $r=0.314$ ;  $p=0.000$ ). Accordingly, as the averages of perceived physical condition increase, the averages of normative commitment also increase. (Table 35). As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' fulfillment of supervision duties for "education-training" and normative adherence, a significant relationship was found between the scores in a positive direction of 36.0% ( $r=0.360$ ;  $p=0.000$ ). Accordingly, as the perceived education and training averages increase, the normative commitment averages also increase. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervision duties for "student affairs" and normative adherence, a significant relationship was found between the scores in a positive direction of 27.7% ( $r=0.277$ ;  $p=0.000$ ). Accordingly, as the average of perceived student jobs increases, the average of normative commitment also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervisory duties for "personnel affairs" and normative adherence, a significant relationship was found between the scores in a positive direction of 34.9% ( $r=0.349$ ;  $p=0.000$ ). Accordingly, as the averages of perceived personnel jobs increase, the average of normative commitment also increases.

As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervisory duties for "financial affairs and TIF transactions" and normative adherence, a significant relationship of 13.6% was found between the scores in a positive direction ( $r=0.136$ ;  $p=0.006$ ). Accordingly, as the averages of perceived financial affairs and TIF transactions increase, the average of normative commitments also increases. As a result of the correlation analysis conducted to determine the relationship between teachers' perceptions of their principals' performance of supervision duties for "school-environment affairs" and normative adherence, a significant relationship of 23.1% was found between the scores in a positive direction ( $r=0.231$ ;  $p=0.000$ ). Accordingly, as the averages of perceived school-environment relations increase, the averages of normative commitment also increase. Accordingly; We can say that there is a direct relationship between the participants' perception levels of the school principals' fulfillment of supervision duties and the emotional commitment levels of the teachers.

#### **4.5. How Do Participants' Perception Levels of School Principals' Ability to Perform Supervisory Duties Affect Their Level of Organizational Commitment?**

Below are regression models to test whether participants' levels of organizational commitment are affected by school principals' perception levels of performing supervisory duties. For this purpose, three separate regression models were created to test whether Emotional, Attendance and Normative

Commitment levels were affected by the perception levels of school principals performing supervisory duties.

#### 4.5.1. Regression Model for Emotional Attachment

Below is a regression model to test whether the emotional attachment levels of the participants were affected by the perception levels of the school principals performing their supervisory duties.

**Table 37. Regression Analysis to Test Participants' Levels of Emotional Commitment to Be Affected by School Principals' Levels of Perception of Performing Supervisory Duties**

Dependent variable	Independent variable	$\beta$	t	p	F	Model (p)	R <sup>2</sup>
Emotional Attachment	Constant	1,761	7,139	<b>0,000</b>	16,410	<b>0,000</b>	0,185
	Physical situation	0,092	1,097	0,273			
	Education-Teaching	0,313	2,442	<b>0,015</b>			
	Student affairs	-0,104	-1,074	0,283			
	Personnel affairs	0,179	1,598	0,111			
	Financial affairs and TIF transactions	-0,167	-2,557	<b>0,011</b>			
	School-environment relations	0,167	2,291	<b>0,022</b>			

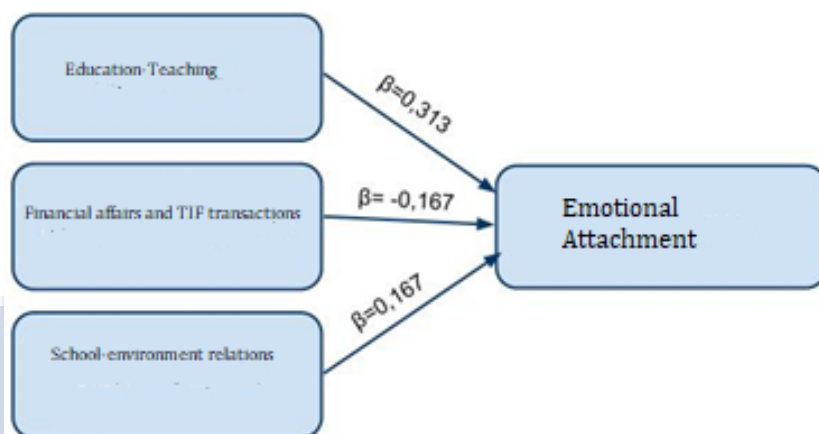
The regression model was statistically significant to test whether the level of emotional attachment of the participants was affected by the perception levels of the school principals performing their supervisory duties ( $F=16.410$ ;  $p=0.000<0.05$ ). Respondents' perceptions of school principals' supervisory duties explained 18% of teachers' emotional commitment ( $R^2=0.185$ ).

When the perceived level of education and training increased by 1 unit, the level of emotional attachment increased by 0.313 units ( $\beta=0.313$ ;  $t=2.442$ ;  $p=0.015<0.05$ ). When the questions in the educational dimension of the scale are examined, the fact that the inspected areas cover the areas that will enable teachers to perform their duties better can be shown as the reason for this positive increase. When the level of perceived financial affairs and TIF transactions increased by 1 unit, the level of emotional commitment decreased by -0.167 units ( $\beta=-0.167$ ;  $t=-2.557$ ;  $p=0.011<0.05$ ). When the questions in the financial affairs and TIF transactions dimension of the scale are examined, it can be said that there has been a negative change due to the fact that the audited areas cover areas where teachers do not have much information. When the level of perceived school-environment relations increased by 1 unit, the level of emotional attachment increased by 0.167 units ( $\beta=0.167$ ;  $t=2.291$ ;  $p=0.022<0.05$ ). When the questions in the school-environment affairs dimension of the scale are examined, the fact that the inspected areas cover the areas that will enable teachers to perform their duties better can be shown as the reason for this positive increase. The level of perceived physical condition did not statistically affect the level of emotional attachment ( $t=1.097$ ;  $p=0.273>0.05$ ). When the questions in the physical condition dimension of the scale are examined, it can be stated that the areas inspected do not have an effect on the levels of emotional attachment because they are already inspected by the central government and the school administration does not contribute much in this direction. The level of perceived student affairs did not statistically affect the level of emotional commitment ( $t=-1.074$ ;  $p=0.283>0.05$ ). When the questions in the student affairs dimension of the scale are examined, it can be stated that the areas inspected do not have an effect on the levels of emotional commitment because the areas inspected are usually already inspected by the central administration and the school administration does not contribute much in this direction. An example of this is that questions of this size are constantly audited by higher authorities by the e-school central system.

The level of perceived personnel work did not statistically affect the level of emotional commitment ( $t=1.598$ ;  $p=0.111>0.05$ ). When the questions in the personnel affairs dimension of the scale are examined, it can be stated that the areas inspected do not have an effect on the level of emotional commitment because they are outside the areas that directly affect the educational activities of the teachers. Perceived physical condition, education-training, student affairs, personnel affairs, financial



affairs and TIF transactions, school-environment relations variables explained the level of emotional commitment by 0.185 ( $R^2=0.185$ ).



Perceived education, financial affairs and TIF transactions, school-environment relations variables are variables that directly affect the level of emotional commitment of teachers. When we look at the definition of emotional commitment; "In this type of commitment, which expresses the emotional attachment of the employee to the organization and its integration with it, the reason why the employees remain in the organization is that they identify with the goals of the organization. This dimension of organizational commitment refers to the desire of employees to stay in the organization and to be emotionally connected to the organization." (Huselid & Day, 1991:381). This shows that employees accept efficiency in their education and training activities as the first goal of the organization. Therefore, audits aimed at achieving this goal directly and positively affect the emotional commitment of the employee. When we look at the questions of these dimensions, it is seen that the questions are generally directly and very closely related to the educational activities in the school. "Supervises whether teachers are fulfilling the duties related to education and training (Article 7 of the educational dimension). Supervises whether the weekly syllabus, daily work plan and shift schedules are carried out in an orderly manner (Article 11 of the educational dimension). It checks whether a relationship is established with the close environment and whether a close cooperation is ensured with the parents (School-environment relations dimension article 4)."

#### 4.5.2. Regression Model for Attendance Commitment

Below is a regression model to test whether the attendance commitment levels of the participants are affected by the perception levels of the school principals to fulfill their supervisory duties.

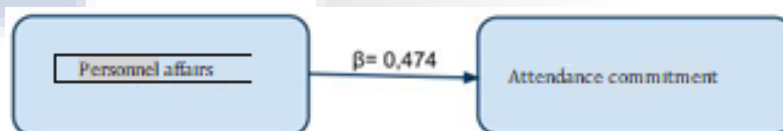
**Table 38. Regression Model to Test the Extent to Participants' Attendance Commitment Levels Affected by School Principals' Levels of Perception of Performing Supervisory Duties**

Dependent variable	Independent variable	$\beta$	t	p	F	Model (p)	$R^2$
Attendance commitment	Constant	2,302	10,067	<b>0,000</b>	6,101	<b>0,000</b>	0,070
	Physical situation	0,018	0,234	0,815			
	Education-Teaching	-0,039	-0,328	0,743			
	Student affairs	-0,083	-0,923	0,357			
	Personnel affairs	0,474	4,568	<b>0,000</b>			
	Financial affairs and TIF transactions	-0,040	-0,661	0,509			
	School-environment relations	-0,130	-1,919	0,056			

The regression model was statistically significant to test whether the attendance commitment level of the participants was affected by the perception levels of the school principals performing their supervision duties ( $F=6.101$ ;  $p=0.000<0.05$ ).

When the level of perceived personnel work increased by 1 unit, the level of attendance commitment increased by 0.474 units ( $\beta=0.474$ ;  $t=4.568$ ;  $p=0.000<0.05$ ). Considering that teachers' relocation regulations already require them to remain in the institutions to which they are compulsorily assigned for a certain period of time, it is inevitable that attendance commitment will already be high. When the questions in the personnel affairs dimension of the scale are examined, it can be stated that the audited areas consist of items that increase the attendance loyalty that occurs with the thought that the teacher will lose his gains such as status, money and status spent during the time he / she works in the organization and the gains he / she has acquired with the departure from the organization. Therefore, it can be said that the increase in the perception levels of teachers in the audits in the personnel affairs dimension contributes positively to this increase in attendance commitment.

The level of perceived physical condition did not statistically affect the level of attendance commitment ( $t=0.234$ ;  $p=0.815>0.05$ ). Perceived level of education and training did not statistically affect the level of attendance commitment ( $t=-0.328$ ;  $p=0.743>0.05$ ). Perceived level of student affairs did not statistically affect attendance engagement level ( $t=-0.923$ ;  $p=0.357>0.05$ ). The level of perceived financial affairs and TIF transactions did not statistically affect the level of attendance commitment ( $t=-0.661$ ;  $p=0.509>0.05$ ). The level of perceived school-environment relations did not statistically affect the level of attendance commitment ( $t=-1.919$ ;  $p=0.056>0.05$ ). Since it is impossible for teachers to leave their institutions before the expiry of these periods due to the fact that the compulsory working periods in the institution are determined by the state, we can say that the controls in the dimensions of physical condition, education-training, student affairs, financial and TIF-transactions and school-environment relations do not affect the attendance commitment of the teachers much. Perceived physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF transactions, school-environment relations variables explain the level of attendance commitment by 0.070 ( $R^2=0.070$ ).



The perceived staff jobs variable is the only one that directly affects the level of attendance engagement of teachers. When we look at the definition of attendance commitment; "It is the commitment that occurs with the thought that the employees will lose their gains such as the labor, time and effort they spend during the time they work in the organization and the status and money they have gained when they leave the organization (Obeng and Ugboro, 2003:84). What is essential in the continuity commitment is the need to stay in the organization (Yalçın and İplik, 2005:398). In this type of commitment, which is also called rational commitment, there is a question of maintaining the membership of the organization with the thought that the cost of leaving the organization will be high (Balay, 2000:21)." This shows that external factors are more effective in keeping employees in the organization. As we mentioned above, teachers remain in the organization as mandatory to achieve their own needs such as gaining sufficient averages to make a relocation, completing their compulsory service, completing the working time required for applying for managerial duty, completing their candidacy periods, not being ready for the cost of relocation, and therefore the commitment of teachers to attend to their organizations increases. Therefore, audits related to personnel affairs aimed at achieving this purpose affect the employee's attendance loyalty indirectly, if not directly. When we look at the questions of these dimensions, it is seen that the questions usually consist of questions belonging to the variables aimed at achieving the objectives mentioned above. "Supervises whether the necessary measures have been taken to ensure that personnel in need of in-

service training are trained on the job (Personnel affairs dimension article 1). It supervises whether the promotions of the personnel, their announcement to the relevant persons and the follow-up procedures are carried out without interruption (Article 6 of the personnel affairs dimension). Supervises the work and procedures for rewarding personnel (Personnel affairs dimension Article 13)."

#### 4.5.3. Regression Model for Normative Adherence

Below is a regression model to test whether the normative commitment levels of the participants were affected by the perception levels of the school principals performing their supervisory duties.

**Table 39. Regression Model to Test the Extent to Which Participants' Normative Commitment Levels Were Affected by School Principals' Levels of Perception of Performing Supervisory Duties**

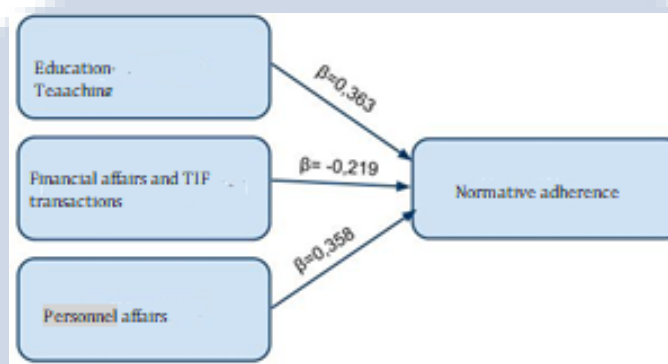
Dependent variable	Independent Variable	$\beta$	t	p	F	Model (p)	R <sup>2</sup>
Normative adherence	Constant	1,600	6,828	<b>0,000</b>	18,398	<b>0,000</b>	0,204
	Physical situation	0,023	0,295	0,768			
	Education-Teaching	0,363	2,978	<b>0,003</b>			
	Student affairs	-0,115	-1,252	0,211			
	Personnel affairs	0,358	3,366	<b>0,001</b>			
	Financial affairs and TIF transactions	-0,219	-3,542	<b>0,000</b>			
	School-environment relations	0,050	0,719	0,473			

The regression model was statistically significant to test whether the normative commitment level of the participants was affected by the perception levels of the school principals performing their supervisory duties ( $F=18.398$ ;  $p=0.000<0.05$ ). When the perceived level of education increases by 1 unit, the level of normative commitment increases by 0.363 units ( $\beta=0.363$ ;  $t=2.978$ ;  $p=0.003<0.05$ ). When the level of perceived personnel jobs increased by 1 unit, the level of normative commitment increased by 0.358 units ( $\beta=0.358$ ;  $t=3.366$ ;  $p=0.001<0.05$ ). When the items in the dimensions of education and personnel affairs of the scale are examined, since teachers accept efficiency in their educational activities as the first goal of the organization, activities aimed at ensuring this are an important indicator of the moral dimension in their duties. Especially the fact that the new teachers come from the university with these values is an important reason for this. Therefore, teachers who start their duties by believing in the necessity of not being morally separated in the institution where they work further increase their commitment by carrying out activities that serve the main purposes of the organization.

When the level of perceived financial affairs and TIF transactions increased by 1 unit, the level of normative commitment decreased by -0.219 units ( $\beta=-0.219$ ;  $t=-3.542$ ;  $p=0.000<0.05$ ). As in the case of emotional commitment, when the questions in the financial affairs and TIF transactions dimension of the scale are examined, it can be said that there is a negative change in the normative commitment level because the audited areas cover areas where teachers do not have much information. The level of perceived physical condition did not statistically affect the level of normative adherence ( $t=0.295$ ;  $p=0.768>0.05$ ). The level of perceived student affairs did not statistically affect the level of normative commitment ( $t=-1.252$ ;  $p=0.211>0.05$ ). When the questions in the physical condition, student affairs and school-environment dimensions of the scale are examined, it can be stated that the areas inspected do not have an effect on normative commitment levels because the areas inspected are usually already inspected by the central administration and the school administration does not contribute much in this direction. The fact that questions of this size are constantly audited by the higher authorities by the e-school central system can be given as an example of this. The level of perceived school-environment relations did not statistically affect the level of

normative commitment ( $t=0.719$ ;  $p=0.473>0.05$ ). Thanks to the projects implemented by the central government for the school-student-parent triad to work together (Let Schools Be Life, Parents' School projects, etc.), the items in this dimension of the scale do not statistically affect the normative commitment of the teacher due to reasons such as the fact that there is a central control in these areas and the increasing participation of parents in school activities.

Perceived physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF transactions, school-environment relations variables explained the normative commitment level by 0.204 ( $R^2=0.204$ ).



Perceived education, financial affairs and TIF operations, and personnel affairs variables are variables that directly affect teachers' normative commitment level. When we look at the definition of normative commitment; "In this commitment, which is considered as employees feeling connected to the organization with a sense of moral duty and because they believe in the necessity of not leaving the enterprise (Meyer and Allen, 1997:11); individuals' loyalty to the organization is influenced by believing that what they do is right and moral (Obeng and Ugboro, 2003:84). This dimension of organizational commitment is built on a basic framework based on the belief that employees have a responsibility and obligation to the organization they work for and therefore consider themselves obliged to remain in the organization (Was-ti, 2002:526). In this commitment, employees believe that loyalty is important and feel a moral obligation in this regard (Yalçın and İplik, 2005:398)." As can be understood from the definitions, we can say that as soon as teachers choose this profession in their university preferences, they have created a new list of moral requirements by accepting the sense of loyalty to the organization as a sense of loyalty to students. Therefore, as soon as they take office, they begin to work with a sense of moral commitment to their organization and dedicate themselves to the success of their students. Therefore, audits related to education and training and personnel affairs aimed at achieving this purpose make a direct and positive contribution to the normative commitment of the employee. When we look at the questions of these dimensions, it is seen that the questions are generally directed to the variables that directly and closely concern these moral values of the employees. "Supervises the preparation and implementation of improvement projects to increase the efficiency of education and training (Article 1 of the dimension of educational affairs). Supervises the work of the School Development Management Team (OGYE) (Article 4 of the educational affairs dimension). Continuously monitors and evaluates the performance of the personnel and checks whether the necessary measures are taken to increase efficiency (Article 11 of the personnel affairs dimension). Supervises teachers' lessons and other activities at various times of the school year (Staff affairs dimension item 9).

## RESULTS AND RECOMMENDATIONS

### 5.1. RESULT

In the research, the following results were reached;

### 5.1.1. Conclusions Regarding the Demographic Characteristics of Participants

- The gender distribution of the participants is in favor of female teachers.
- The distribution of the participants in terms of seniority variable was in favor of young teachers (the ratio of teachers with 1-5 years and 6-10 years of seniority to the general participants was 79.7%).
- When the participants were examined according to the branch variable; It is seen that the majority of the teachers participating in the research are branch teachers.
- In the examination of the participants according to the variable of the settlement where they work; It is seen that the proportion of teachers working in districts is higher.
- As a result of the examination of the participants according to the learning status variable; It is seen that the rate of undergraduate teachers is at a very high level of 93.2%.

### 5.1.2. Conclusions on Participants' Perceptions of School Principals' Ability to Perform Supervisory Duties

Participants' level of perception of school principals' ability to perform supervisory duties; It is seen that it is at a very high level in the dimensions of physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF-operations, school-environment affairs.

### 5.1.3. Participants' Perceptions of School Principals' Ability to Perform Supervisory Duties; Results of the Analysis by Gender, Seniority, Branch, School Location and Education Status Variables:

- The participants' perception levels about the performance of the supervision duties of the school principals did not differ significantly according to the gender variable.
- While the participants' perception levels about the fulfillment of the supervision duties of the school principals did not show a significant difference in the dimensions of physical condition, education and student affairs according to the seniority variable; personnel affairs, financial affairs and TIF operations show a significant difference in the dimensions of school-environment affairs. The averages of the perceived personnel jobs dimension of teachers with professional seniority of 1-5 years were found to be higher than the averages of teachers with professional seniority of 6-10 years. Accordingly, teachers with 1-5 years of seniority perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of personnel affairs than teachers with 6-10 years of seniority. The averages of the perceived personnel work dimension of teachers with professional seniority of 1-5 years were found to be higher than the averages of teachers with professional seniority of 11-15 years. Accordingly, teachers with 1-5 years of seniority perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of personnel affairs than teachers with 11-15 years of seniority. The averages of the perceived financial affairs and TIF transactions dimension of the teachers with professional seniority of 1-5 years were found to be higher than the averages of the teachers with professional seniority of 6-10 years. Accordingly, teachers with 1-5 years of seniority perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of financial affairs and TIF transactions than teachers with 6-10 years of seniority. The averages of the perceived financial affairs and TIF transactions dimension of the teachers with professional seniority of 1-5 years were higher than the averages of the teachers with professional seniority of 11-15 years. Accordingly, teachers with 1-5 years of seniority perceive the level of fulfillment of supervisory duties of school principals at a higher level in terms of financial affairs and TIF transactions than teachers with 11-15 years of seniority.
- The averages of the perceived school-environment relations dimension of the teachers with professional seniority of 1-5 years were found to be higher than the averages of the teachers with professional seniority of 6-10 years. Accordingly, teachers with 1-5 years of seniority perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of school-environment relations than teachers with 6-10 years of seniority. The averages of the perceived school-environment relations dimension of the teachers with professional seniority of 1-5 years were found to be higher than the averages of the teachers

with professional seniority of 11-15 years. Accordingly, teachers with 1-5 years of seniority perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of school-environment relations than teachers with 11-15 years of seniority.

- The level of perception of the participants about the fulfillment of the supervision duties of the school principals did not show a significant difference in the dimensions of physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF-operations, school-environmental affairs according to the branch variable. According to this result, the teachers participating in the research perceive the fulfillment of the supervision duties of school principals in all branches in the same way.
- While the participants' perception levels about the fulfillment of the supervision duties of the school principals did not show a significant difference in the dimensions of physical condition, education-training, student affairs and school-environmental affairs according to the settlement variable they served; personnel affairs, financial affairs and TIF transactions show a significant difference in their dimensions.
- The averages of the perceived personnel work of the teachers working in the village were found to be higher than the averages of the teachers working in the city center. Teachers working in the village settlement perceive the level of school principals' fulfillment of supervisory duties at a higher level in the dimension of personnel work than the teachers working in the city center settlement. The averages of the perceived financial affairs and TIF transactions of the teachers whose place of residence is the district were found to be higher than the averages of the teachers working in the city center. Teachers working in the district settlement perceive the level of fulfillment of the supervision duties of the school principals at a higher level in the dimension of financial affairs and TIF transactions than the teachers working in the city center.
- According to the learning status variable, the participants' perception levels about the school principals performing their supervisory duties were determined according to the learning status variable; There is no significant difference in the dimensions of physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF-operations, school-environmental affairs. According to this result, the teachers participating in the research perceive the school principals' fulfillment of their supervision duties in the same way in all their learning situations.

#### **5.1.4. Results on the Average Levels of Organizational Commitment of the Participants.**

When the results of the participants' organizational commitment were examined; It is seen that the average of emotional commitment and normative commitment of teachers is high and the average of attendance commitment is medium.

#### **5.1.5. Participants' level of organizational commitment; Results by Gender, Seniority, Branch, School Location and Education Status Variables.**

- The organizational commitment levels of the participants did not show a significant difference according to the gender variable.
- While the organizational commitment levels of the participants did not show a significant difference in the dimensions of attendance commitment and normative commitment according to the seniority variable; it shows a significant difference in the dimension of emotional attachment.
- The average emotional commitment of teachers with professional seniority of 1-5 years was higher than the average emotional commitment of teachers with professional seniority of 21 years and above. Accordingly, teachers with 1-5 years of seniority have more emotional attachment to their school than teachers with 21 years of seniority.
- The average emotional commitment of teachers with professional seniority of 6-10 years was higher than the average of emotional commitment of teachers with professional seniority of 21 years and above. Accordingly, teachers with 6-10 years of seniority have more emotional attachment to their schools than teachers with 21 years of seniority.

- The average emotional commitment of teachers with professional seniority of 11-15 years was higher than the average of emotional commitment of teachers with professional seniority of 21 years and above. Accordingly, teachers with 11-15 years of seniority feel more emotional commitment to their school than teachers with 21 years of seniority.
- The average emotional commitment of teachers with professional seniority of 16-20 years was higher than the average of emotional commitment of teachers with professional seniority of 21 years and above. Accordingly, teachers with 16-20 years of seniority have more emotional attachment to their school than teachers with 21 years of seniority.
- While the organizational commitment levels of the participants did not show a significant difference in the dimensions of attendance commitment and emotional commitment according to the branch variable; it shows a significant difference in the normative commitment dimension.
- The normative commitment averages of the teachers in the preschool branch were found to be higher than the normative commitment averages of the teachers in the branch teacher and classroom teaching branches.
- While the organizational commitment levels of the participants did not show a significant difference in the dimension of attendance commitment according to the settlement variable they served; emotional attachment and normative commitment differ significantly in their dimensions.
- The average emotional commitment of the teachers whose place of duty was in the city center was found to be higher than the average of emotional commitment of the teachers working in the district center. Accordingly, teachers whose place of duty is the city center feel more emotional attachment to their schools than teachers whose place of duty is the district.
- The normative commitment averages of the teachers whose place of duty was the village were found to be higher than the normative commitment averages of the teachers working in the district center. Accordingly, teachers whose place of duty is a village have more normative commitment to their schools than teachers whose place of duty is a district.
- The normative commitment averages of the teachers whose place of duty was in the city center were found to be higher than the normative commitment averages of the teachers working in the district center. Accordingly, teachers whose place of duty is the city center have more normative commitment to their schools than teachers whose place of duty is the district.
- While the organizational commitment levels of the participants did not show a significant difference in the attendance commitment dimension according to the learning status variable; emotional attachment and normative commitment differ significantly in their dimensions.
- The attendance commitment averages of the teachers whose education status was associate degree were found to be higher than the attendance commitment averages of the teachers whose education level was undergraduate. Accordingly, teachers with an associate degree have a higher attendance commitment to their school than teachers whose education level is a bachelor's degree.
- The average attendance commitment of teachers with associate degree was found to be higher than the attendance commitment averages of teachers with master's degree. Accordingly, teachers with an associate degree have a higher attendance commitment to their school than teachers whose education level is a master's degree.
- The normative commitment averages of the teachers whose education level was associate degree were found to be higher than the normative commitment averages of the teachers whose education level was undergraduate. Accordingly, teachers with an associate degree have more normative commitment to their school than teachers whose education level is a bachelor's degree.
- The normative commitment averages of the teachers whose education level was associate degree were found to be higher than the normative commitment averages of the teachers whose education level was master's degree. Accordingly, teachers with an associate degree have more normative commitment to their school than teachers with a master's degree

- The normative commitment averages of the teachers whose education level was undergraduate were found to be higher than the normative commitment averages of the teachers whose education level was master's degree. Accordingly, teachers with a bachelor's degree have more normative commitment to their school than teachers with a master's degree.

#### **5.1.6. Results on the Effect of Participants' Perceptions of School Principals' Fulfillment of Supervisory Duties on Their Organizational Commitment:**

- The perception levels of the participants to fulfill the supervision duties of the school principals positively affect the emotional commitment of the education-training, school-environment relations sub-dimensions. According to this result, when the perceived level of education increases by 1 unit, the level of emotional commitment increases by 0.313 units, and when the level of school-environment relations increases by 1 unit, the level of emotional commitment increases by 0.167 units.
- The participants' perception levels of fulfilling the supervision duties of school principals negatively affect their emotional commitment with the sub-dimension of financial affairs and TIF transactions.
- There was no relationship between primary school teachers' perceptions of school principals' ability to perform supervisory duties and their physical condition, student affairs, staff affairs and emotional commitment.

According to this result, the variables of perceived physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF transactions and school-environment relations explain the level of emotional commitment by 0.185.

- The participants' perception levels of school principals' fulfillment of supervisory duties positively affect the attendance commitment with the sub-dimension of personnel affairs. According to this result, the attendance commitment level increases by 0.070 units, when the level of perceived personnel jobs increases by 1 unit.
- No relationship was found between the perception levels of primary school teachers and school principals to fulfill their supervisory duties, physical condition, education-training, student affairs, financial affairs and TIF operations, school-environment relations and attendance commitments. According to this result, the variables of perceived physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF transactions and school-environment relations explain the level of attendance commitment by 0.070.
- Participants' perceptions of school principals in fulfilling supervisory duties positively affect their normative commitment to education and staff affairs. According to this result, when the perceived level of education and training increases by 1 unit, the level of emotional commitment increases by 0.363 units, and when the level of personnel work increases by 1 unit, the level of emotional commitment increases by 0.358 units.
- Participants' perceptions of school principals in fulfilling their supervisory duties negatively affect their financial affairs and TIF's operations sub-dimension and normative commitment. According to this result, when the level of perceived financial affairs and TIF transactions increases by 1 unit, the level of normative commitment decreases by 0.219 units.

According to this result, the variables of perceived physical condition, education-training, student affairs, personnel affairs, financial affairs and TIF transactions and school-environment relations explain the normative commitment level by 0.204.

## **5.2. Suggestions**

This section draws on the results obtained as a result of the study and makes recommendations for practitioners and researchers:



### 5.2.1. Advice for Practitioners

- In the study, it was concluded that there is a direct and positive relationship between the level of school principals' fulfillment of supervisory duties and the organizational commitment of teachers. In this case, it may be recommended to increase the supervision practices of school principals and to establish the necessary organization in this regard. In this way, it will be possible to increase the emotional commitment of teachers.
- The tripartite audit system in our country, which is structured as the Ministry of National Education Guidance and Audit Department, Internal Audit Unit and provincial education audit, should be abandoned as soon as possible. Instead of this system, whose function and effectiveness are questioned, a stronger, more effective system that will make a positive contribution to the organizational commitment of teachers and therefore to their performance should be put into practice, which is more effective and works in partnership with the directors of the institutions.
- Considering that supervision contributes positively to the organizational commitment of teachers and therefore to their performance, it is clear that school administrators must also undergo certain trainings in order to perform this task more efficiently. Therefore, school principals may be required to have a master's degree and doctorate in the field of educational administration and supervision. In addition, school principals can be given up-to-date training on supervision. During these trainings, courses related to current topics can be taught.
- Considering that the duty of school principal directly affects teacher loyalty/performance, the issue of administrator competencies and training gains importance. In this regard, it may be recommended to train managers in line with competencies.
- Organizational commitment is one of the critical factors for organizations to work effectively and efficiently. Therefore, it is necessary to increase the level of commitment of teachers in educational organizations. Factors that positively or negatively affect the commitment of teachers can be identified, and policies can be produced to eliminate these negative factors in the education system.

### 5.2.2. Recommendations for Researchers

- In our research, teacher perceptions about the fulfillment of supervision duties of school principals and the organizational commitment of teachers were examined. In this direction, researches can be carried out to determine the organizational justice and trust levels of teachers.
- This study is a quantitative study examining the effect of school principals' level of fulfillment of supervisory duties on teachers' organizational commitment. Qualitative studies can be carried out on this issue.
- In this study, only teachers working in primary schools were taken as basis. For this reason, it would be of great benefit for researchers to conduct a research covering other levels and types of schools (general and technical secondary schools, private schools).
- In this study, it was investigated whether the organizational commitment of teachers was affected by the level of performance of school principals in their supervisory duties. In the studies to be carried out, it can be investigated whether the organizational commitment of the teachers differs according to the variables such as the personality characteristics, management styles, ages and leadership styles of the school principals.
- In the research, teachers' organizational commitment levels were high in the emotional and normative commitment sub-dimensions and moderate in the attendance commitment sub-dimension. For this reason, studies can be carried out to investigate the reasons for low attendance commitment and to increase the level of attendance commitment.

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