# THE LEVELS OF ORGANIZATIONAL COMMITMENT AMONG TEACHERS AND THEIR CONCERNS REGARDING LESSON SUPERVISION

Bülent Ecevit Bereketli
Ministry of Education
(becevitb74@gmail.com)

Mehmet Zengin
Ministry of Education
(mhmtzngn@gmail.com)

Hüseyin Odun
Ministry of Education
(huseyinodun82@gmail.com)

**ABSTRACT**
This study aims to reveal the relationship between the concerns of teachers working in private schools regarding lesson supervision and their organizational commitment, using a correlational survey model within the scope of Model Studies. The population of this research consists of a total of 315 teachers working in all private primary and secondary schools in the districts of Lefkoşa, the capital of the Turkish Republic of Northern Cyprus, during the 2023 academic year (8 primary and secondary schools in total). The sample consists of 185 teachers randomly selected from this population who voluntarily agreed to participate in the research. Three different instruments were used to collect data in this study. These are the researcher-developed personal information form used to measure the independent variables, the "Supervision Anxiety Scale" developed by Karakaya, Elma, Kurtoğlu, and Suiçmez (2011), and the "Organizational Commitment Scale" developed by Balay (2000). The data analysis processes of the research were carried out using SPSS 28.0 software. It was found that women were more affected by the supervision process and had higher anxiety levels in their social lives compared to men. The sub-dimension scores of the supervision anxiety scale were similar for married and single teachers. Whether teachers are single or married does not affect their concerns about lesson supervision. The reason why the anxiety levels of teachers do not differ according to their seniority is thought to be that experienced teachers and newcomers to the profession do not differ in terms of the influence of new generation administrators and parents, as they have the same job description and responsibilities. There is no difference in the organizational commitment of teachers according to their seniority. When the relationships between the "Lesson Supervision Anxiety" and "Organizational Commitment" scales and their sub-dimensions were examined, it was observed that the highest relationship was in a positive direction. These results indicate that there is a very low level of relationship between lesson supervision anxiety and organizational commitment.

## 1. Introduction
The future, development, and quality of the education system have always been on the agenda of educators, and the improvement of quality has been approached from various perspectives. Inspectors play the most important role in improving the quality of the education system. Inspectors conduct revision work at points they deem necessary to advance the teaching and learning processes to higher levels. They aim to provide a quality product within the education system (Can and Gündüz, 2019).

Administrators primarily assume the role of inspectors within the education system. Administrators perform inspections to achieve the organization's goals and objectives, make improvements during the process, and address deficiencies. "Inspection is the process of increasing the functionality of the organization by providing guidance to the person being inspected without causing losses" (Aydın, 2007). Inspection aims to enhance the functionality of education, control the serviceability of inputs and outputs in the education system according to their purpose, correct errors within the system, and support the development of the organization. The effectiveness of the organization's functionality and the healthy progression of the process depend on the correct execution of the inspection process. When the process is conducted correctly, the functionality of all the organization's resources can increase (Karsu and Cömert, 2019).

For the continuity and functionality of organizations, they must continuously adapt to changes and be part of the development process. This is dependent on the harmonious coexistence of individuals within the organization. Organizational commitment is the process in which employees in an organization show loyalty to the organization's interests and goals, adopt its culture, and adapt (Bal, 2020).

It can be said that employees' commitment to the organization is directly proportional to their work performance. Increasing organizational commitment minimizes problems within the organization (Bayram, 2005).

In the education system, schools are institutions where people come together to serve a specific purpose. Just like in any organization, for schools to progress by serving the right purpose, they need to have a healthy management system first and foremost. An unhealthy management style cannot go beyond causing harm to the organization's people. Successful management can be achieved with managers who can guide the employees correctly (Bucak, 2005).

The attainment of educational goals depends on the monitoring of the education process. If the process is carried out positively, healthy monitoring occurs, and the guidance process benefits the progress of education. This situation will make the organization open to revision, thereby promoting development and change within the organization (Çalık, 2003).

Managers play a more supervisory role within the education system, especially in private schools. The monitoring of in-class activities of teachers and the monitoring of students' deficiencies in academic performance in private schools can cause anxiety for teachers. The anxiety of being inspected can bring success, but it can also affect teachers' commitment to the organization (Baykara and Yinal, 2023).

The negative impact of inspection anxiety on the organization can create significant problems in achieving the organization's future goals. Inspectors in private schools bear a great responsibility for taking on the role of inspectors. Administrators working in private schools feel responsible for parents and students, leading to the need for monitoring in the education process. However, the inspection process creates anxiety in the inspected individuals for various reasons, such as the attitude of the inspector and the emotional intensity experienced by the person being inspected. Anxiety has both positive and negative effects on the individuals being inspected (Yinal and Okur, 2022). In the literature review, no studies related to the impact of the anxiety experienced by the inspected individuals on their organizational commitment were found. In this context, it is hoped that examining the relationship between inspection anxiety and organizational commitment can contribute to addressing this gap in the field.

### 1.2. Research Objectives

The aim of this study is to examine the relationship between teachers' organizational commitment levels and their concerns regarding lesson supervision. Within this scope, the sub-objectives of the study are as follows:

- Does the anxiety about inspection differ according to the gender variable?
- Does the anxiety about inspection differ according to the marital status variable?
- Does the anxiety about inspection differ according to the seniority variable?
- Does the organizational commitment level differ according to the gender variable?
- Does the organizational commitment level differ according to the marital status variable?
- Does the organizational commitment level differ according to the seniority variable?

### 1.3 Significance of the Research

Schools play a significant role in the education system today, given the number of students they educate and the number of teachers they employ. Private schools are believed to aim not only for commercial interests but also to contribute to education and provide the best education to their students, similar to public schools. For these reasons, teachers in private schools also go through the process of inspection in areas such as in-class activities and improving student achievements. This study aims to determine the extent of anxiety among the inspected teachers, examine the positive or negative reflections of this anxiety on education and the organization, and ultimately enhance the functionality of the education and inspection process.

### 1.4 Assumptions

This research is conducted based on the following assumptions:
It is assumed that the opinions of the participating teachers accurately reflect their views.

### 1.5 Limitations

The limitations of the study are confined to teachers working in private primary and secondary schools located in the Lefkoşa district.

## 2. Conceptual Framework
### 2.1. Organizational Commitment

Organizations can sustain their existence in the future by advancing towards their goals and increasing functionality, which supports the correct use of resources within the organizations. It is through feedback obtained from inspections that it becomes apparent whether all resources within the organization are being used correctly. Inspection is defined as a process of guiding individuals within the organization through improvements in the system with feedback received in the complex structure of organizations. Educational inspection collects data for improvement efforts within the process and provides guidance to teachers, who are the cornerstone of education. The inspection process is carried out to contribute to individuals' professional development and to achieve the organization's goals. Educational inspection holds the most important function within education and should be at a level that can shed light on teachers' development and open paths for them to achieve their goals, rather than merely searching for their mistakes (Dönmez, 2015).

Organizations, in the complex business world, encounter many problems and seek different and functional solutions to overcome them. In a competitive business world, they need to utilize their resources effectively by applying appropriate methods to create favorable conditions. Within organizations, the human element stands out as the most important resource. With the prominence of the human element, organizations base their future policies on human resources. Therefore, the concept of organizational commitment becomes highly significant for organizations (Budak, 2009).

Organizational managers prioritize the performance of employees to achieve the objectives and goals of existing organizations. Employee performance affects the future of the organization. The willingness of employees influences their positive thoughts towards the organization and their ability to fulfill the tasks and responsibilities assigned to them within the organization. Having committed employees in the organization is sought after. Ensuring that committed employees are part of the organization is one of the primary goals of the organization. Organizational commitment will maximize the performance of committed employees for the organization. Organizational commitment establishes a relationship between the employee and the organization's management, aligning the interests of both the organization and both parties (Çetin, 2020).

The concept of organizational commitment influences employees, managers, and indirectly the community that benefits from the organization. For example, an individual who does not feel a sense of belonging to the organization may refuse to invest enough effort and dedication. They may experience contradictions in using the power and performance they could use. This situation may not yield productive results. However, an employee who feels organizational commitment is likely to consider themselves part of the organization and, therefore, contribute with dedication and effort, resulting in more efficient output. From this perspective, organizational commitment is of great importance for both the organization and all personnel within the organization (Kılıçoğlu, 2010).

### 2.2. Inspection in Education

The purpose of inspection in education is to improve education and its quality, enhance the effectiveness of schools as organizations to achieve educational goals, and sustain the functionality of education. Regardless of who the inspector is, the aim is to ensure that education and teaching are conducted at the highest level by improving the school's functionality. The inspection process is carried out with the aim of improving, developing, and contributing to the improvement of education, especially during the process of change and development in education. The purpose of inspection is to guide education and educators during this process. In addition to its educational objectives, the inspection should not neglect the training and development of teachers and administrators who implement the education. The inspection process should be aimed at supporting the professional development of educators rather than searching for their mistakes in the application of education (Gündüz, 2010). The educational inspection process is also aimed at helping educators gain the skills necessary for teamwork and provide them with support in the education field where they need it.

In a place where there is no inspection, it does not seem possible for the organization to develop and become more functional. One of the goals of inspection is to guide the person being inspected. In the guidance process, the person being inspected will be able to recognize their own deficiencies and support their development. Employees who develop themselves contribute to the organization's development and achievement of its goals. Therefore, organizations need a planned inspection process to sustain their existence (Bal, 2020).

It can also be argued that there is likely anxiety wherever there is inspection. Anxiety can occur in situations of stress, sadness, excitement, fear, and tension, or as a combination of these emotions. Anxiety can sometimes be a motivating factor for success, while in other cases, it can push towards failure. The person being inspected may

experience an increase in anxiety because they may face uncertainties and potentially risky situations at the end of the inspection. This situation can have a negative impact on the inspection process. Due to its inherent structure, the inspection process is a stressful and anxiety-inducing task. It is natural for the person being inspected to experience anxiety during the inspection process. In order for the goals of the inspection to be achieved, anxiety is also necessary. It is expected that there will be some changes in the person being inspected at the end of the inspection process. However, change can lead to resistance (Karakaya et al., 2010).

Organizations are structures where people come together to serve a common purpose. The conditions of individuals within the organization are directly related to the objectives of the organization. Organizations cannot be considered separate from the social environment in which they exist. For them to contribute to societies, they need continuity (Ersöz, 2019).

## 3. Method
### 3.1. Research Design
In this study aimed at revealing the relationship between private school teachers' classroom inspection anxieties and organizational commitments, the relational survey model, which is one of the model researches, was used. The general survey model aims to express the past or present situation as it is without changing it. In this research, the questionnaire model used is the relational questionnaire model. The relational questionnaire model aims to determine the state of change between multiple variables (Karasar, 2012).

In this model, the relationships between variables are determined, and statistical analysis of the scores of each sample is performed to make predictions and comparisons. In this research, both exploratory and predictive models among the relational survey models were used. Exploratory models are used to reveal the strength of two or more variables. It involves predicting the values of an invisible variable through observable variables. In this case, the independent variable affects another variable, and the predicted variable is the predicted variable (Şen, 2011). In this context, the correlational survey model was used to analyze the following data. It aimed to determine the relationship between teachers' inspection anxieties and organizational commitments.

### 3.2. Population and Sample
The population of this study consists of all the teachers working in private primary and middle schools in the capital district of Nicosia in the 2023 academic year, totaling 315 teachers (there are 8 primary and middle schools in total). The sample consists of 185 teachers randomly selected from this population who voluntarily agreed to participate in the study. The sample of this study was determined using disproportionate cluster sampling method. In this method, each school is considered as a cluster, and the listed schools were included in the sampling randomly (Karasar, 2016). The information about the sample includes 185 teachers working in 8 private primary schools and 8 private middle schools in the capital district of Nicosia, Northern Cyprus, and the number of schools, primary schools, middle schools, and teachers in the districts is given in Table 1.

**Table 1. Demographic Information**

|  |  | N | % |
|---|---|---|---|
| Gender | Male | 97 | 52,4 |
|  | Woman | 88 | 47,6 |
| Marital status | Single | 72 | 38,9 |
|  | Married | 113 | 61,1 |
| Professional seniority | Less than 5 years | 73 | 39,5 |
|  | 5-10 Years | 87 | 47,0 |
|  | 10 years and above | 25 | 13,5 |
|  | Total | 185 | 100,0 |

Tablo 1 shows that 52.4% of the participants are male, while 47.6% are female. Additionally, 61.1% of the participants are married, and 38.9% are single. When it comes to their professional experience, 47% have 5-10 years of experience, 39.5% have less than 5 years of experience, and 13.5% have 10 or more years of experience.

### 3.2. Data Collection Tools
Three different instruments were used to collect data in this study. These include a personal information form developed by the researcher to measure independent variables, the "Denetim Kaygısı Ölçeği" (Audit Anxiety

Scale) developed by Karakaya, Elma, Kurtoğlu, and Suiçmez (2011), and the "Örgütsel Bağlılık Ölçeği" (Organizational Commitment Scale) developed by Balay (2000).

### 3.2.1. Personal Information Form
The Personal Information Form was created by the researcher. It includes three questions about the participants' gender, marital status, and years of experience.

### 3.2.2. Audit Anxiety Scale
To measure the audit anxiety of the teachers working in private primary and middle schools, the "Denetim Kaygısı" (Audit Anxiety) scale developed by Karakaya, Elma, Kurtoğlu, and Suiçmez (2011) was used in this research. This audit anxiety scale consists of 30 items and has four sub-dimensions (sensory reaction to auditing, physiological reaction to auditing, auditor attitudes, auditee attitudes). Items 1-12 measure the sensory reaction to audit, items 13-20 measure the physiological reaction to audit, items 21-26 measure auditor attitudes, and items 27-30 measure auditee attitudes. The scale is prepared in a five-point Likert type to represent the levels of audit anxiety. The degrees of audit anxiety on the scale are: Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4, Strongly Agree 5.

Due to recent changes made by the Ministry of National Education, audits were transferred from inspectors to school principals. As a result, adaptation studies were conducted for the "Audit Anxiety" scale by Kurtoğlu (2017). In this context, without altering the factor structure of the scale, items 11 and 17, which included the word "inspector," were removed from the scale. The reliability of each sub-dimension of the 28-item scale was measured. Validity studies of the scale were conducted using factor analysis techniques.

### 3.2.3. Organizational Commitment Scale
To determine the level of organizational commitment of the teachers included in the study, the "Organizational Commitment Scale" developed by Balay (2000) was used. This scale consists of 27 items and has a 5-point Likert-type structure. The scale has three sub-dimensions. Among the items of the scale, items 1-8 measure the compliance sub-dimension, items 9-16 measure identification, and items 17-27 measure internalization sub-dimension. During the development of the scale, it was stated that the internal consistency coefficients for the sub-dimensions varied between 0.79 and 0.93, indicating that the measuring instrument had a high reliability coefficient (Balay, 2000).

### 3.3. Data Analysis
The data analysis processes of the collected data in the scope of the research were performed using SPSS 28.0 software. In determining the percentage distribution of the demographic information of the teachers participating in the research, frequency analysis was used. Descriptive statistics such as mean and standard deviation values were analyzed for scale scores. Reliability and normality analyses were applied to scale scores before hypothesis tests.

When comparing scale scores according to gender, marital status, and type of school where they work, the Mann Whitney U test was used, while Kruskal Wallis H analysis was used for comparisons based on age group, length of service in the current institution, and education level. Spearman Correlation analysis was used to examine the relationship between scale scores.

## 4. Findings
### 4.1. Audit Anxiety Scale Analysis Results
**Table 2. Independent Samples t-test for "Audit Anxiety Scale" Score Averages According to Gender Variable**

| Scale | Gender | X | Ss | t | sd | p |
|---|---|---|---|---|---|---|
| Affective response | Woman | 3,05 | 0,74 | 0,796 | 400 | 0,426 |
|  | Male | 2,99 | 0,71 |  |  |  |
| Physiological response | Woman | 2,79 | 0,67 | -0,819 | 400 | 0,413 |
|  | Male | 2,85 | 0,76 |  |  |  |
| Supervisor attitude | Woman | 3,51 | 0,79 | 3,412 | 400 | ,001*** |
|  | Male | 3,23 | 0,8 |  |  |  |
| Audited attitude | Woman | 3,14 | 0,87 | 1,298 | 400 | 0,195 |
|  | Male | 3,01 | 1,08 |  |  |  |

| Total | Woman | 3,12 | 0,53 | 1,797 | 400 | 0,073 |
|-------|-------|------|------|-------|-----|-------|
|       | Male  | 3,02 | 0,58 |       |     |       |

**\*p<.05 \*\*p<.01          \*\*\*p<.001**

According to the gender variable, among the subtotals of the "Audit Anxiety Scale," only the "Auditor Attitude" [t400=3.412, p.05] sub-dimension shows a significant difference. Within the "Auditor Attitude" sub-dimension of the audit anxiety scale, the average score of women (X=3.51) is significantly higher than that of men (X=3.23). Women are more affected by the audit process compared to men, and their levels of anxiety in social life are higher. This difference may be attributed to the lower representation of women in the workforce compared to men and the fact that women, especially, may face negative pressures from male supervisors.

**Table 3. Results of the "t" Test for Mean Scores of the "Audit Anxiety Scale" Sub-dimensions According to Marital Status Variable**

| Scale | Marital Status | X | Ss | t | sd | p |
|-------|----------------|---|----|---|----|----|
| Affective response | Single | 3,07 | 0,8 | 1,07 | 400 | 0,285 |
|  | Married | 2,99 | 0,67 |  |  |  |
| Physiological response | Single | 2,85 | 0,75 | 1,129 | 400 | 0,259 |
|  | Married | 2,77 | 0,66 |  |  |  |
| Supervisor attitude | Single | 3,38 | 0,83 | -0,54 | 400 | 0,59 |
|  | Married | 3,43 | 0,78 |  |  |  |
| Audited attitude | Single | 3,12 | 0,9 | 0,533 | 400 | 0,594 |
|  | Married | 3,07 | 0,99 |  |  |  |
| Total | Single | 3,11 | 0,56 | 0,751 | 400 | 0,453 |
|  | Married | 3,07 | 0,54 |  |  |  |

**\*p<.05 \*\*p<.01          \*\*\*p<.001**

According to the marital status variable, there was no statistically significant difference in the sub-dimensions and total scores of the "Audit Anxiety Scale" [p>.05]. The sub-dimension scores of the audit anxiety scale are similar for married and single teachers. Whether teachers are single or married does not affect their audit anxiety.

**Table 4. Differences in Mean Scores of the "Audit Anxiety Scale" Total and Sub-dimensions According to Seniority Variable (ANOVA)**

| Scale | Seniority | x | ss | sd | F | p. |
|-------|-----------|---|----|----|----|----|
| Affective response | Less than 5 years | 3,02 | 0,76 | 2-399 | 0,039 | 0,961 |
|  | 5-10 years | 3,04 | 0,64 |  |  |  |
|  | More than 10'years | 3,03 | 0,78 |  |  |  |
|  | Total | 3,03 | 0,73 |  |  |  |
| Physiological response | Less than 5 years | 2,82 | 0,73 | 2-399 | 0,166 | 0,847 |
|  | 5-10 years | 2,83 | 0,65 |  |  |  |
|  | More than 10'years | 2,78 | 0,72 |  |  |  |
|  | Total | 2,81 | 0,7 |  |  |  |
| Supervisor attitude | Less than 5 years | 3,41 | 0,82 | 2-399 | 2,227 | 0,109 |
|  | 5-10 years | 3,3 | 0,76 |  |  |  |
|  | More than 10'years | 3,51 | 0,82 |  |  |  |
|  | Total | 3,41 | 0,8 |  |  |  |
| Audited attitude | Less than 5 years | 3,02 | 0,91 | 2-399 | 1,081 | 0,34 |
|  | 5-10 years | 3,07 | 0,89 |  |  |  |
|  | More than 10'years | 3,19 | 1,04 |  |  |  |

| | Total | 3,09 | 0,95 | | | |
|---|---|---|---|---|---|---|
| Total | Less than 5 years | 3,07 | 0,54 | 2-399 | 0,61 | 0,544 |
| | 5-10 years | 3,06 | 0,5 | | | |
| | More than 10'years | 3,13 | 0,6 | | | |
| | Total | 3,08 | 0,55 | | | |

**\*p<.05 \*\*p<.01          \*\*\*p<.001**

According to the seniority variable, in the one-way analysis of variance (ANOVA) conducted for the mean scores of the "Audit Anxiety Scale" sub-dimensions, there was no statistically significant difference in any of the sub-dimensions and total scores [p>.05]. In these sub-dimensions and in total, the mean scores based on seniority are similar. The reason for teachers' anxiety levels not differing based on seniority is thought to be that experienced teachers and newly appointed teachers do not experience differences due to new-generation administrators and parents, as they have the same job descriptions and responsibilities. The existence of differences in seniority will not change the functioning of the audit process, and this results in no difference in anxiety levels based on seniority.

**Table 5. Results of the "Organizational Commitment Scale" Mean Scores According to Gender Variable**

| Scale | cinsiyet | X | Ss | t | Sd | p |
|---|---|---|---|---|---|---|
| Harmony | Woman | 2,36 | 0,85 | -2,158 | 400 | ,030* |
| | Male | 2,56 | 0,84 | | | |
| Identification | Woman | 3,26 | 0,85 | 1,685 | 400 | 0,093 |
| | Male | 3,11 | 0,8 | | | |
| Internalization | Woman | 3,53 | 0,89 | 2,489 | 400 | ,013* |
| | Male | 3,31 | 0,77 | | | |
| Total | Woman | 3,05 | 0,56 | 1,008 | 400 | 0,314 |
| | Male | 2,99 | 0,54 | | | |

**\*p<.05 \*\*p<.01          \*\*\*p<.001**

According to the gender variable, in the t-test conducted for the sub-dimension totals of the "Organizational Commitment Scale," only "Affective Commitment" [t(400) = -2.158, p < .05] showed a statistically significant difference. In the "Affective Commitment" sub-dimension of the Organizational Commitment Scale, the mean score of men (X=2.56) is significantly higher than that of women (X=2.36). In the "Internalization" sub-dimension of the Organizational Commitment Scale, the mean score of female teachers (X=3.53) is significantly higher than that of male teachers (X=3.31). When looking at the items in the internalization sub-dimensions, it can be observed that female teachers have higher commitment levels compared to males. This could be attributed to women having higher aspirations and being more inclined to affiliate with the organization to promote themselves, which, in turn, contributes to the success of the organization. The success of the organization is their success.

**Table 6. Results of the "Organizational Commitment Scale" Mean Scores According to Marital Status Variable**

| Scale | Marital Status | X | Ss | t | Sd | p |
|---|---|---|---|---|---|---|
| Harmony | Single | 2,53 | 0,86 | 2,061 | 400 | ,040* |
| | Married | 2,35 | 0,84 | | | |
| Identification | Single | 3,19 | 0,82 | -0,308 | 400 | 0,758 |
| | Married | 3,22 | 0,84 | | | |
| Internalization | Single | 3,45 | 0,83 | -0,096 | 400 | 0,924 |
| | Married | 3,46 | 0,88 | | | |
| Total | Single | 3,06 | 0,55 | 0,844 | 400 | 0,399 |
| | Married | 3,01 | 0,56 | | | |

**\*p<.05 \*\*p<.01          \*\*\*p<.001**

According to the marital status variable, a statistically significant difference was found only in the "Affective Commitment" sub-dimension [$t(400) = 2.061$, $p < .05$]. The affective commitment levels of single teachers (X=2.53) are significantly higher than those of married teachers (X=2.35).

**Table 6. Differences in the Mean Scores of the "Organizational Commitment Scale" Total and Sub-dimensions According to Seniority Variable**

| Scale | Seniority | X | ss | sd | F | p |
|---|---|---|---|---|---|---|
| Harmony | Less than 5 years | 2,45 | 0,88 | 2-399 | 2,718 | 0,067 |
|  | 5-10 years | 2,55 | 0,86 |  |  |  |
|  | More than 10'years | 2,3 | 0,81 |  |  |  |
|  | Total | 2,43 | 0,85 |  |  |  |
| Identification | Less than 5 years | 3,25 | 0,8 | 2-399 | 0,428 | 0,652 |
|  | 5-10 years | 3,16 | 0,9 |  |  |  |
|  | More than 10'years | 3,21 | 0,8 |  |  |  |
|  | Total | 3,2 | 0,83 |  |  |  |
| Internalization | Less than 5 years | 3,43 | 0,81 | 2-399 | 1,371 | 0,255 |
|  | 5-10 years | 3,38 | 0,89 |  |  |  |
|  | More than 10'years | 3,55 | 0,86 |  |  |  |
|  | Total | 3,45 | 0,85 |  |  |  |
| Total | Less than 5 years | 3,04 | 0,52 | 2-399 | 0,067 | 0,935 |
|  | 5-10 years | 3,03 | 0,64 |  |  |  |
|  | More than 10'years | 3,02 | 0,5 |  |  |  |
|  | Total | 3,03 | 0,55 |  |  |  |

**\*p<.05 \*\*p<.01     \*\*\*p<.001**

The results of the one-way ANOVA analysis for the sub-dimension averages of the "Organizational Commitment Scale" by seniority variable showed that there was no statistically significant difference in any sub-dimension and total scores [$p>.05$]. In these sub-dimensions and in total, the mean scores based on seniority variable were similar. Teaching is a profession that requires a lot of responsibility. Although teachers' seniority may vary, the similarity in their status, and the equal treatment by the organization towards teachers, results in no significant difference between organizational commitment and seniority.

**4.3. Relationships Between Classroom Inspection Anxiety and Organizational Commitment Scales**

**Table 7. Relationships Between Classroom Inspection Anxiety and Organizational Commitment Scales in Terms of Total and Sub-dimensions**

| N:185 | Conformity | Identification | Internalization | Total |
|---|---|---|---|---|
| Affective response | -0,063 | 0,02 | 0,006 | -0,019 |
| Physiological response | 0,049 | -0,036 | -,103(*) | -0,046 |
| Supervisor attitude | -0,089 | 0,068 | ,150(**) | 0,066 |
| Audited attitude | -0,067 | 0,032 | 0,06 | 0,013 |
| Total | -0,067 | 0,034 | 0,049 | 0,008 |

When the correlations between the total and sub-dimensions of "Course Supervision Anxiety" and "Organizational Commitment" scales were examined, the highest correlation was .15 (p.05) in the positive direction. Other correlation coefficients were between these two values. These results show that there is a very low level relationship between course supervision anxiety and organizational commitment.

**Conclusion and Discussion**

At the end of this study, it was concluded that there was a significant difference in only the sub-dimension of "supervisor attitudes" among the sub-dimensions of the "Classroom Inspection Anxiety Scale" based on the gender variable. Female teachers had significantly higher averages in the "supervisor attitudes" sub-dimension compared to male teachers. This suggests that female teachers are more affected by supervisor attitudes and behaviors, possibly due to higher stress levels in their social lives or the pressures they face in the workplace, particularly from male managers. This situation also implies that women may experience more pressure in their professional lives.

This finding aligns with Kurtoğlu (2017), who found significant differences based on gender in all sub-dimensions of the "Classroom Inspection Anxiety" scale, and Karsu and Cömert (2019), whose research results are similar, as they found significant differences in the sub-dimensions of emotional response, physiological response, and supervisor attitudes based on the gender variable. This indicates that the teachers in the study are more affected by the behaviors of the supervisors, and there are not many factors that would increase anxiety levels in the other dimensions.

When examining the "Classroom Inspection Anxiety Scale" in terms of marital status, it was concluded that whether teachers were single or married did not significantly affect their classroom inspection anxiety. Kurtoğlu (2017) also found no significant difference in the sub-dimensions of the "Inspection Anxiety" scale based on marital status. However, in the research by Karasu and Cömert (2019), they found significant differences in the sub-dimensions of "Inspection Anxiety" based on marital status, with married individuals being more anxious. This could be attributed to the higher responsibilities of married individuals, which might lead to increased anxiety levels.

Regarding the variable of seniority, it was found that there was no significant difference in the anxiety levels of teachers working in private schools in the sub-dimensions of the "Classroom Inspection Anxiety Scale." The expectation of success in private schools does not vary based on the years of service. All teachers starting to work at the school are expected to meet the expectations by adapting to the system. The uniform expectations across different years of service might explain the lack of significant differences in anxiety levels.

Similarly, when examining the "Organizational Commitment" scale in terms of seniority, it was found that there was no significant difference in any of the sub-dimensions. This result contradicts the findings of some previous research, but it aligns with others that also found no significant differences based on seniority.

In terms of the relationship between gender and the "Organizational Commitment" scale, it was found that there was a significant difference in favor of men in the "Affective Commitment" sub-dimension, while women had a significantly higher score in the "Internalized Commitment" sub-dimension. The "Identification Commitment" sub-dimension showed no significant difference between genders. These findings are in line with previous research that reported varying results regarding the impact of gender on organizational commitment.

Regarding the relationship between marital status and the "Organizational Commitment" scale, it was found that there was a significant difference in favor of single teachers in the "Affective Commitment" sub-dimension. This suggests that single teachers have a higher level of affective commitment to the organization compared to married teachers. This could be attributed to the different social and lifestyle factors associated with marital status.

Finally, when examining the impact of seniority on the "Organizational Commitment" scale, it was found that there was no significant difference in any of the sub-dimensions. This contradicts the findings of some previous research but aligns with others that also found no significant differences based on seniority.

Overall, these results provide insights into the factors that may influence classroom inspection anxiety and organizational commitment among teachers, with gender, marital status, and seniority being examined as variables. However, it's important to note that the findings may vary in different contexts and populations, and further research may be needed to explore these relationships more comprehensively.

**References**

Agun, H. (2011). *Örgütsel güven ile örgütsel bağlılık arasındaki ilişki üzerine bir araştırma*. Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Aydın, S.K. (2008). *İlköğretim müfettişleri ve ingilizce öğretmenlerine göre ilköğretim okullarında ingilizce derslerinin teftişinde karşılaşılan sorunlar ve çözüm önerileri*. Yüksek Lisans Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Bal, S. (2020). *Örgütsel bağlılık ve işten ayrılma niyetinin öncülleri, örgütsel bağlılık ve işten ayrılma niyeti arasındaki ilişkilerin analizi: Havacılık çalışanları üzerine bir uygulama* Yüksek Lisans Tezi, Gebze Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Gebze.

Başaran, İ.E. (2006). *Türk eğitim sistemi ve okul yönetimi*. Ankara: Ekinoks Yayınevi.

Baykara, F., & Yinal, A. (2023). Use Of Social Media For Promotional Purposes In Tourism: The Example Of The Ministry Of Tourism And Environment Of The Turkish Republic Of Northern Cyprus. *The Online Journal of New Horizons in Education-January*, *13*(1).

Bayram, L. (2005). Yönetimde yeni bir paradigma: Örgütsel bağlılık. *Sayıştay Dergisi*. (59), 125-139.

Bucak, E.B. (2005). Abant İzzet Baysal Üniversitesi Eğitim Fakültesinde örgüt iklimi: Örgüt çevresi ve etkiliği. *Bolu Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 2(11), 49-60.

Budak, T. (2009). *İlköğretim okullarında görev yapan kadrolu ve sözleşmeli öğretmenlerin örgütsel bağlılıklar Kocaeli İli örneği*. Yüksek Lisans Tezi. Maltepe Üniversitesi, Sosyal Bilimleri Enstitüsü, İstanbul.

Çalık, T (2003). *Eğitimde değişimin yönetimi: Kavramsal bir çözümleme*. kuram ve Uygulamada Eğitim Yönetimi Dergisi.

Can, E. ve Gündüz, Y. (2019). Eğitimin denetimi uzmanlığı gerektirir mi? *Milli Eğitim Dergisi*. 48(221), 187-205.

Çetin, B.R. (2020). *Türk eğitim sisteminde denetim alt sisteminin analizi ve bir model önerisi*. Doktora tezi, İnönü Üniversitesi, Malatya.

Cevahiroğlu, E. (2012). *İlköğretim branş öğretmenlerinin algıladıkları liderlik davranışları ile örgütsel bağlılık arasındaki ilişki*. Yüksek Lisans Tezi, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Çoban, D. ve Demirtaş, H. (2011). Okulların akademik iyimserlik düzeyi ile öğretmenlerin örgütsel bağlılığı arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(3), 317-348.

Dönmez, N. (2015). *Ortaokullarda görev yapan öğretmenlerin psikolojik sözleşme düzeyleri ile örgütsel bağlılıkları arasındaki ilişki*. Yüksek Lisans Tezi, Uşak Üniversitesi Sosyal Bilimler Enstitüsü, Uşak.

Erdoğan, D. (2009). *Resmi ilköğretim okullarındaki sınıf öğretmenlerinin örgütsel bağlılık düzeylerinin incelenmesine yönelik bir araştırma: Bağcılar örneği*. Yüksek Lisans Tezi, Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Erdoğmuş, H. (2006). *Resmi - özel ilköğretim okullarında çalışan yöneticilerin kişisel özellikleri ile örgütsel bağlılıkları arasındaki ilişki (İstanbul örneği)*. Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

Gülle, M. (2013). *Beden eğitimi ve spor öğretmenlerinin okul ortamında maruz kaldıkları yıldırma algıları ve örgütsel bağlılık düzeylerinin incelenmesi*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Gündüz, Y. (2010). İlköğretim okullarında görev yapan yönetici ve öğretmenlerin ilköğretim müfettişlerine ilişkin tutumlarının incelenmesi. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*. 11(2), 1-23.

İmamoğlu, G. (2011). *İlköğretim okulu öğretmenlerinin örgütsel bağlılık düzeyleri ve örgütsel adalet algıları arasındaki ilişki*. Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Karakaya, M. ve Mazlum, S. (2010). İlköğretim ve orta öğretim kurumlarında görev yapan öğretmenlerin eğitim denetimine ilişkin algıları. *Eğitim Yönetiminde Araştırmalar Dergisi*. 1(26), 1-20.

Karsu,Y. ve Cömert, M. (2019). İlköğretim kurumlarında çalışan öğretmenlerin ders denetimine ilişkin kaygı düzeyleri. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 6 (31), 93-120.

Kılıçoğlu, G. (2010). *İlköğretim okulu öğretmenlerinin örgütsel bağlılık algılarının bazı değişkenler açısından incelenme*si. Yüksek Lisans Tezi, Ege Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.

Kurtoğlu, S. (2017). *İlkokul ve ortaokul öğretmenlerinin denetim kaygı düzeyleri Samsun ili örneği*. Yüksek Lisans Tezi. Ondokuz Mayıs Üniversitesi, Samsun.

Yinal, A., & Okur, Z. G. (2022). Total Quality Management in Educational Management:(TRNC Example). *Turkish Online Journal of Educational Technology*, 342.

Yumuşak, H. (2013). *İlköğretim okullarında görev yapan öğretmenlerin bezdiri yaşama düzeyi ile örgütsel bağlılıkları arasındaki ilişkinin incelenmesi*. Yüksek Lisans Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara