



| Research Article / Araştırma Makalesi |

Analysis of the Relationship Between Transformational Leadership and Organizational Commitment According to Teacher Perceptions

Öğretmen Algılarına Göre Dönüşümcü Liderlik ile Örgütsel Adanmışlık Arasındaki İlişkinin Analizi¹

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Keywords

1. Transformational leadership
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Abstract

Purpose: This research aims to analyze the relationship between transformational leadership and organizational commitment according to teachers' perceptions.

Design/Methodology/Approach: This research was designed as descriptive and relational research and was conducted using the mixed method. The research population comprises 1757 middle and high school teachers working in the Kızıltepe district of Mardin province during the 2020-2021 academic year. The sample consists of 338 teachers.

Findings: As a result of the research, it was revealed that school managers exhibited a very high level of transformational leadership characteristics according to teachers' opinions. It was found that the highest mean among the sub-dimensions belonged to the idealized influence dimension. While there was no significant difference between the independent variables, such as gender, age, level of employment, education level, and the time worked with the manager, a significant difference was found between the transformational leadership and the seniority variable. When the organizational commitment levels of the teachers were examined, it was found that their commitment was at a high level. Teachers stated that they were most emotionally committed to their organizations. There was no significant difference between teachers' organizational commitment and independent variables. When the relationship between transformational leadership and organizational commitment was examined, medium-level and positive relationships were found at the general and sub-dimensions. Data obtained from interviews with teachers also support these results. In addition, the findings obtained from the interviews with the teachers within the scope of the qualitative part of the study support the findings obtained in the quantitative part.

Highlights: As a result of the findings obtained from this research and the literature review, it can be concluded that transformational leadership positively affects teachers' organizational commitment. With the school manager's transformational leadership behaviors, the teachers' organizational commitment levels can be increased.

Öz

Çalışmanın amacı: Bu araştırmanın amacı öğretmen algılarına göre dönüşümcü liderlik ile örgütsel adanmışlık arasındaki ilişkinin analizini yapmaktır.

Materyal ve Yöntem: Bu araştırma, betimsel ve ilişkisel bir araştırma olarak tasarlanmış olup karma yöntem kullanılarak yapılmıştır. Araştırmanın evrenini 2020-2021 eğitim-öğretim yılı süresince Mardin ili Kızıltepe ilçesindeki resmi okullarda görevli olan 1757 ortaokul ve lise öğretmeni oluşturmaktadır. Örneklem ise 338 öğretmenden oluşmaktadır.

Bulgular: Araştırma sonucunda, öğretmen görüşlerine göre okul yöneticilerinin çok yüksek düzeyde dönüşümcü liderlik özellikleri sergiledikleri bulgularına ulaşılmıştır. Alt boyutlar arasında en yüksek aritmetik ortalamanın ideal etki boyutuna ait olduğu bulgulanmıştır. Bağımsız değişkenlerden cinsiyet, yaş, çalışılan kademe, eğitim düzeyi ve müdür ile çalışılan süre arasında anlamlı fark bulunmazken, dönüşümcü liderlik ile kıdem değişkeni arasında anlamlı fark bulunmuştur. Öğretmenlerin örgütsel adanmışlık düzeyleri incelendiğinde, adanmışlıklarının yüksek düzeyde olduğu bulgusuna ulaşılmıştır. Öğretmenler en çok duygusal olarak örgütlerine adanmış olduklarını belirtmişlerdir. Öğretmenlerin örgütsel adanmışlıkları ve bağımsız değişkenler arasında anlamlı fark bulunmamıştır. Dönüşümcü liderlik ile örgütsel adanmışlık arasındaki ilişki incelendiğinde, alt boyutlar ve genel düzeyde olumlu yönde orta düzey ilişkiler tespit edilmiştir. Öğretmenlerle yapılan görüşmelerden elde edilen veriler de bu sonuçları desteklemektedir. Ayrıca, araştırmanın nitel kısmı kapsamında öğretmenlerle yapılan görüşmelerden elde edilen bulgular, araştırmanın nicel kısmında elde edilen bulguları desteklemektedir.

Önemli Vurgular: Bu çalışmadan ve yapılan literatür taraması sonucu ulaşılan araştırmalardan elde edilen bulgular sonucunda, dönüşümcü liderliğin öğretmenlerin örgütsel adanmışlıklarına olumlu yönde etki ettiği sonucuna ulaşılabilir. Okul müdürünün sergileyeceği dönüşümcü liderlik davranışları ile öğretmenlerin örgütsel adanmışlık seviyeleri yükselebilir.

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INTRODUCTION

With the increase in production activities, production process management has gained importance in producing more qualified products. Çelik and Şimşek (2013) define management as the process of making and implementing decisions that will allow the effective use of human resources, material resources and time to achieve specific goals. In addition, management can also be defined as getting a group to work and providing cooperation and coordination among employees. In this context, many management theories have been developed, and the roles of employees and managers have been defined according to the perspectives of these theories. With the changing perception of management over time, the roles of managers and employees have also changed.

With the adoption of the modern management approach, new leadership theories emerge. Each theory has put forward a leader model according to its point of view. Developments in management have also shown their effect in schools where future generations are raised. Aslanargun and Bozkurt (2012) state that educational organizations are under the influence of transformation in this century, and the role of the leader has gained more importance. Geylani (2013) states that managers are the primary element in realizing the school's goals.

Managers may encounter various problems while ensuring that the school achieves its goals. The primary source of the problems can be the elements in the school and outside the school. These problems reveal that there is a need for some changes in the structure and management approach of schools and transformational leaders who will provide these changes.

The realization of the school goals is closely related to the efforts of the teachers in this regard. Teachers must have a high commitment to the institution they work for to achieve these goals. Celep (1998) states that the level of teachers' organizational commitment depends on the interaction between teachers, teacher-student communication, the quality of work and the way teachers perceive their profession. Joo, Yoon, and Jeung (2012) concluded that transformational leadership contributes positively to employees' organizational commitment. On the other hand, they emphasized that leaders can increase their employees' organizational commitment by putting forward a vision, supporting group goals and providing intellectual encouragement.

Transformational Leadership

Although James MacGregor Burns (1978) brought the concept of transformational leadership to management for the first time, it also inspired Bernard Bass, who contributed to this field (Bass & Riggio, 2010). Bass (2009) states that transformational leadership is a more appropriate leadership model for today's complex organizations, where personnel not only seek an inspiring leader but also expect a leader who will guide, challenge and empower them. According to Eraslan (2011), the reason for the existence of transformational leaders is change, and they define themselves as representatives of change. Çelik (2007) mentioned that organizations must constantly change, and transformational leaders can most adapt to the speed of this change. According to Elhawi (2019), one of the goals of transformational leadership is to clearly explain to the followers the organization's vision, the personnel's duties, and the reasons for which the decisions were made. Research studies state that transformational leadership is positively connected to subordinates' attitudes towards work, job performance, creativity, well-being, financial performance, and the leader's strengthening of influence (Barling, 2000).

Transformational leaders exhibit certain behaviors that enable them to be successful. First, they create a vision and enable their followers to communicate with that vision. Afterward, they try to convince their followers of this vision and increase their loyalty. To achieve this aim, they respect their followers, deal with their problems, communicate well and involve them in the decision process. Finally, they create a robust value system and realize organizational identification (Çelik, 2007).

Transformational leadership has four important sub-dimensions. In the idealized influence sub-dimension, the leader's behavior is at a level that will win the trust and respect of the followers, and as a result, the followers want to be like the leader. In addition, followers trust, emulate, and respect these leaders and think they have extraordinary abilities (Diaz-Saenz, 2011). The inspirational motivation sub-dimension includes behaviors that increase motivation and commitment to set a shared vision and achieve goals. Bass B. and Bass R. (2009) state that the transformational leader awakens the team spirit and keeps enthusiasm alive, helping the followers to dream of a vision while simultaneously enabling them to show commitment to the shared vision and goal. The intellectual stimulation sub-dimension includes the behaviors adopted by the leader to reveal the innovative and creative aspects of his followers. Bass B. and Bass R. (2009) argue that leaders enable followers to think innovatively and creatively by helping them draw new frames to problems, question assumptions, and look at old situations from new perspectives. In the individual consideration sub-dimension, transformational leaders pay attention to each follower's development and meet their needs. Hoy and Miskel (2015) state that leaders who care about individuals listen actively and effectively.

Like all institutions, schools also need qualified managers. The leadership style of school managers not only affects the satisfaction and motivation of teachers but also has an essential effect on the success and discipline of students. Buluç (2010)

stated that leadership styles affect organizational performance and that transformational leadership is more effective than other leadership styles.

Organizational Commitment

Commitment; beyond the behaviors that the organization expects from its employees, it is defined as the integration of the individual with the organizational goals and objectives and displaying attitudes and behaviors towards this goal by taking on other roles. Whyte first discussed organizational commitment in 1956 and was later developed by many researchers (Bozdemir & Yolcu, 2014). Celep (1998) defines organizational commitment as the employees adopting the goals and values of the organization they work for, doing their best to achieve them, and creating a tendency to stay in the organization.

Teachers' commitment to their schools, professions and students positively affects the effectiveness of the school. Teachers with low levels of commitment can be a negative factor in the achievement of the school's goals and the development of students. Increasing the factors that contribute to teacher commitment in schools and changing the factors that cause teacher commitment to be negative can increase the success of schools (Altunay, 2017).

Allen and Meyer analyzed organizational commitment as emotional commitment, continuance commitment and normative commitment (Sığı, 2007). Firstly, emotional commitment means the emotional integration of the staff with the organization and their work in the organization. Secondly, continuance commitment refers to the staff's commitment to the organization in return for a reward. The more rewards are given, the greater the organization's commitment. Thirdly, normative commitment means that the person considers staying in the organization a responsibility. In other words, personnel with high normative dependency think they must stay in the organization.

The organizational commitment level of teachers may vary depending on the interaction between teachers at school, the communication between teacher and student, the quality of work and the degree of perception of teachers' profession (Celep, Doyuran, & Saridede, 2004). Employees with low organizational commitment are not firmly committed to the organization. A low level of commitment results in a decrease in the employee's success at work and the organization's efficiency. The medium level of commitment is where the person does not fully identify with the organization, and the level of commitment is not high. Employees with a high level of commitment show positive behaviors such as establishing strong ties with the organization, adopting and supporting the shared vision, and being in harmony with their colleagues.

Teachers' organizational commitment must be high for schools to achieve their goals. Some factors affect organizational commitment. Organizational commitment enables teachers to adopt their profession and the institution they work for more and to increase their job performance. Yavan (2016) argued that commitment positively affects fatigue, absenteeism, burnout, and depression.

Considering this situation, one of the elements necessary to progress in the educational field is teachers' organizational commitment. There are studies in the literature that have stated that high organizational commitment has a positive effect on job performance (Balyer, 2015 Tentama, 2016). Many factors affect teachers' organizational commitment (Ogunnaike, Oyewumni & Famuwagun, 2016; Hulpia & Devos, 2010; Bakan, Büyükbeşe & Erşahan, 2011 and Taştan, 2014). It can be thought that one of them is the leadership style adopted by the manager.

Transformational leaders encourage their employees to reach beyond the minimum institutional requirements standard based on leadership attitudes and behaviors such as inspiring their employees, raising their interest and meeting specific development needs (Bass, Avolio, Jung & Berson, 2003). Based on this statement, transformational leader behaviors can increase the employees' organizational commitment.

METHOD/MATERIALS

Research Design

This research was conducted using a mixed method. A mixed method is a research approach used in health, social and behavioral sciences. The researcher collects quantitative and qualitative data and concludes by integrating these data (Creswell & Sözbilir, 2017). In this study, the triangulation design was used. The triangulation design is a mixed-method design.

Moreover, quantitative and qualitative data are collected simultaneously, checking whether the two data types support each other (Baki & Gökçek, 2012). While the quantitative data in the research were obtained with descriptive and relational techniques, the qualitative data were obtained with the phenomenology pattern. Phenomenology is one of the qualitative research designs in which participants focus on their own experiences, express their ideas, and examine the relationship between participants' experiences and concepts (Yılmaz, Timur B., & Timur S., 2017). A scale was used to collect data in the quantitative dimension of the research, and a semi-structured interview form was used in the qualitative dimension.

The Sample of Research

The universe of the research consists of 1757 teachers working in official middle schools and high schools in the district of Kızıltepe in Mardin province in the 2020-2021 academic year. The sample consists of 338 teachers reached by the easily accessible sampling method. Convenience sampling is one of the non-random sampling methods. Randomness defines that all units have an equal chance of being selected in the sample selection (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018). The study group was formed by using the maximum diversity method in the collection of qualitative data. The maximum variation method belongs to purposive sampling, one of the non-random sampling methods. The purpose of this method is to keep the diversity of individuals who may be a side to the problem at the highest level (Büyüköztürk, et al., 2018).

Table 1. Distribution of Demographic Characteristics of Teachers Participating in the Research

Demographic Distribution of Quantitative Data			
Variables		N	%
Gender	Female	135	39,9
	Male	203	60,1
Age	21-30	98	29
	31-40	168	49,7
	41-50	69	20,4
	51 and above	3	0,9
Teaching Seniority	1-5	134	39,7
	6-10	93	27,5
	11-15	45	13,3
	16-20	42	12,4
Type of School	21 and above	24	7,1
	Middle school	149	44,1
	High school	189	55,9
Educational Level	Associate Degree	1	0,3
	Bachelor Degree	271	80,1
	Master's Degree	64	19
	Doctorate	2	0,6
Working Time with the Manager	1-2	170	50,3
	3-4	102	30,2
	5 and above	66	19,5
Total		338	100
Demographic Information of Qualitative Data			
Variables		N	%
Gender	Female	12	36,4
	Male	21	63,6
Age	21-30	10	30,3
	31-40	13	39,4
	41-50	10	30,3
Teaching Seniority	1-5	12	36,5
	6-10	9	27,2
	11-15	3	9,1
	16-20	3	9,1
Type of School	21 and above	6	18,1
	Middle School	12	36,4
	High School	21	63,6
Educational Level	Bachelor's Degree	26	78,8
	Master's Degree	7	21,2
Working Time with the Manager	1-2	20	60,6
	3-4	8	24,3
	5 and above	5	15,1
Total		33	100

When Table 1 was examined, it was determined that 135 (%39.9) of the teachers participating in the research were female, and 203 (%60.1) were male. When the age group is examined, 98 teachers (%29) between the ages of 21-30, 168 teachers (%49.7) between the ages of 31-40, 69 teachers (%20.4) between the ages of 41-50, 3 teachers (% 0,9) aged 51 and above participated in the research. While 149 (%44.1) of the teachers participating in the research are working in middle school, 189 (%55.9) are working in high school. When the education levels of the teachers participating in the research were examined, it was found that the number of teachers with a bachelor's degree was 271 (%80.1), and there were 64 teachers with a master's degree (%19). While one teacher with an associate degree (%0.3) participated in the research, two teachers with a doctorate (%0.6) answered the questionnaires. The number of teachers working with their manager for 1-2 years was 170 (%50.3), the number of teachers working for 3-4 years was 102 (%30.2), and the number of teachers working for five years or above was 66 (%19.5).

When the demographic information of the qualitative data analysis in Table 1 was examined, it was seen that 21 (%63.6) of the participants were male, and 12 (%36.4) were female. While the interviews were mainly conducted with teachers between the ages of 31-40 (%39.4), it was found that the rate of teachers between the ages of 21-30 and 41-50 (%30.3) was the same. When the participant teachers were examined in terms of the seniority variable, the teachers with 1-5 years of experience (%36.5) participated the most. It was found that 21 teachers (%63.3) were working at the high school level, and 12 teachers (%36.4) were working at the middle school level. It was revealed that most interviewed teachers had bachelor's degrees (%78.8). In addition, when the variable of working time with the manager was examined, it was found that most of the teachers interviewed worked with the manager for 1-2 years (%60.6).

Data Collection

"Transformational Leadership Scale" and "Organizational Commitment Scale" were used to collect the quantitative data for the study. The transformational leadership scale was developed by Oran (2002) using the scale developed by Bass and Avolio (1992). This scale is made up of 40 items and four sub-dimensions. As a consequence of the Cronbach's Alpha reliability analysis performed after the scale was applied in this study, it was found that the overall scale had a reliability coefficient of .98. If it is between .80 and 1.00, it means that it is highly reliable (Kılıç, 2016). According to these findings, it can be said that the reliability of the scale is high. The Three-Dimensional Organizational Commitment Scale formed by Allen and Meyer (1997) was adapted as the 'Organizational Commitment Scale' by Karakuş (2005) and used in this study. This scale consists of 21 items and three sub-dimensions. When the Cronbach's Alpha coefficients of the data obtained in this study were examined, the scale was found to be .85 at the general level. It has been found that the scale has high reliability at the general level. The researcher developed a semi-structured interview form to collect qualitative data. In addition, a Personal Information Form was distributed to obtain demographic information about the participants.

Data Analysis

The data obtained in the scales were analyzed using the SPSS program. The data did not have a normal distribution, so non-parametric tests were applied. Percentage, mean, standard deviation, and minimum and maximum values were used to define the variables. Mann-Whitney and Kruskal-Wallis tests were chosen to reveal the relationship between independent variables and transformational leadership and organizational commitment. In addition, Spearman's Ranking Correlation Coefficient test was applied to reveal the relationship between transformational leadership and organizational commitment. In the qualitative aspect of the research, the content analysis technique was chosen for data analysis. Buyukozturk et al. (2018) define content analysis as a systematic technique, and some words in a text are highlighted with tiny content categories using the coding method. Categories and codes were created for each question.

FINDINGS

Findings of Quantitative Data

The perceptions of teachers about how much they reflect the transformational leadership behaviors of school managers are given in Table 2 based on the arithmetic mean and standard deviation values.

Table 2. Descriptive Values of Transformational Leadership Scale Scores

	N	Min	Max	\bar{x}	Sd
Inspirational motivation	338	1,17	5,00	4,25	,722
Idealized influence	338	1,00	5,00	4,35	,710
Individual consideration	338	1,00	5,00	4,24	,759
Intellectual stimulation	338	1,00	5,00	4,16	,807
Total	338	1,09	5,00	4,25	,719

When Table 2 is examined, the descriptive values of the perceptions of the teachers participating in the research regarding the transformational leadership levels of their managers are seen. It was found that inspirational motivation sub-dimension \bar{x} =4.25 (very high), idealized influence sub-dimension \bar{x} =4.35 (very high), individual consideration sub-dimension \bar{x} =4.24 (very high), intellectual stimulation sub-dimension \bar{x} =4,16 (high). Moreover, it was concluded that total transformational leadership score

turned out to be $\bar{x}=4.25$ (very high). Among the sub-dimensions, the highest average belongs to the idealized influence dimension, while the lowest average belongs to the intellectual stimulation sub-dimension.

Since there is no significant difference ($p>.05.$) between teachers' perceptions of their managers' transformational leadership behaviors and the variables, the findings are not included here.

Table 3. Kruskal-Wallis Test Results Between Transformational Leadership Scale Scores According to the Variable of Teaching Seniority

Teaching Seniority	N	Mean Rank	Sd	χ^2	P
1-5	134	171,59	4	11,275	,024
6-10	93	184,98			
11-15	45	149,10			
16-20	42	135,29			
21+	24	195,96			

Transformational leadership sub-dimension and general level findings according to the variable of teaching seniority are given in Table 3. A significant difference was found between the total score of transformational leadership and teaching seniority: $p<.05.$ Considering the mean rank, those who have been teaching for 21 years or more ($R=195.96$) have the highest score, while teachers with 16-20 years of experience ($R=135.29$) have the lowest score.

Table 4. Descriptive Values of Organizational Commitment Scale Scores

	N	Min	Max	\bar{x}	Sd
Emotional Commitment	338	1,57	5,00	3,99	,74457
Continuance Commitment	338	1,29	5,00	3,50	,79602
Normative Commitment	338	1,14	5,00	3,82	,73997
Total	338	1,81	4,90	3,77	,60842

When Table 4 is examined, it has the values of emotional commitment ($\bar{x}= 3.99$), continuance commitment ($\bar{x}= 3.50$), normative commitment ($\bar{x}= 3.82$) and organizational commitment general level ($\bar{x}= 3.77$). It was seen that the teachers who participated in the research gave answers at the level of agree. Teachers stated that they were most emotionally committed to their organization ($\bar{x}= 3.99$) and had continuation commitment ($\bar{x}= 3.50$) the least. Since there is no significant difference ($p>.05.$) between teachers' organizational commitment levels according to teachers' perceptions and the variables, findings are not included here.

Table 5. The Results of Spearman's Ranking Coefficient Analysis of the Relationship Between Transformational Leadership and Organizational Commitment

Variables	N	\bar{x}	Sd	1	2	3	4	5	6	7	8	9
1.Inspirational Motivation	338	4,25	,72	1	,852**	,839**	,861**	,935**	,361**	,326**	,441**	,470**
2.Idealized Influence	338	4,35	,71	,852**	1	,864**	,872**	,942**	,301**	,284**	,375**	,398**
3.Individual Consideration	338	4,24	,75	,839**	,864**	1	,883**	,946**	,288**	,293**	,390**	,406**
4.Intellectual Stimulation	338	4,16	,80	,861**	,872**	,883**	1	,957**	,288**	,324**	,377**	,416**
5.Total (T.L.)	338	4,25	,71	,935**	,942**	,946**	,957**	1	,324**	,325**	,414**	,444**
6.Emotional Commitment	338	3,99	,74	,361**	,301**	,288**	,288**	,324**	1	,323**	,609**	,789**
7.Continuance Commitment	338	3,50	,79	,326**	,284**	,293**	,324**	,325**	,323**	1	,422**	,735**
8.Normative Commitment	338	3,82	,73	,441**	,375**	,390**	,377**	,414**	,609**	,422**	1	,841**
9.Total (O.C.)	338	3,77	,60	,470**	,398**	,406**	,416**	,444**	,789**	,735**	,841**	1

* $p < .05.$ ** $p < .01.$

When Table 5 is examined, the findings regarding the relationship between transformational leadership scale scores and organizational commitment scale scores are seen. The data obtained is very weak between 0.00-0.20; between 0.20 and 0.39 is weak; between 0.40-0.59 is medium; between 0.60-0.79 is high and between 0.80-1.00 is very high. While there was a weak, significant and positive correlation between transformational leadership and emotional commitment ($r_{\text{spearman}}=.324$; $p<.01$), continuance commitment ($r_{\text{spearman}}=.325$; $p<.01$), it was concluded that there was a medium, significant and positive correlation between the normative commitment sub-dimension ($r_{\text{spearman}}=.414$; $p<.01$) and the general organizational commitment level ($r_{\text{spearman}}=.444$; $p<.01$).

Findings of Qualitative Data

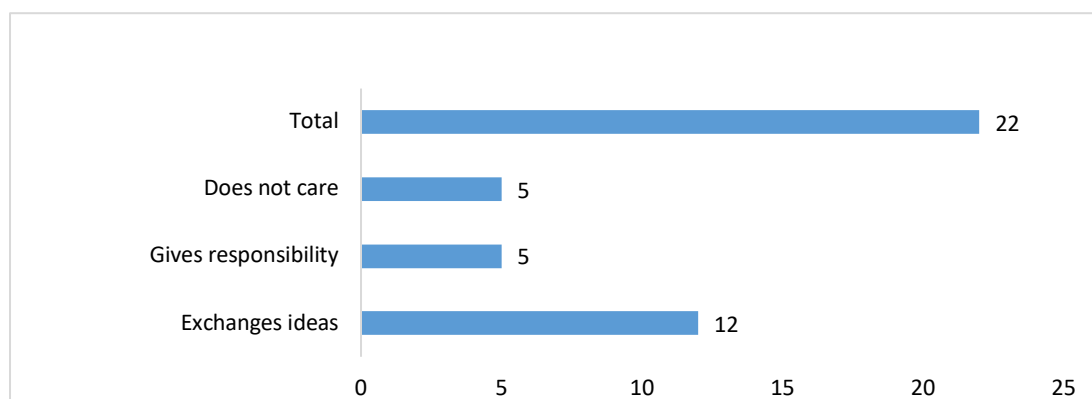


Figure 1. Inspirational Motivation

Findings for the inspirational motivation category are given in Figure 1. Teachers were asked “What does your manager do to involve you in the process of developing the school's vision and implementing the developed vision?” Teachers stated that their managers mostly exchanged ideas (N=12) to involve them in the process.

T6: He tries to manage the process by sharing his ideas and views that can contribute to the development of the school's vision and students, and by getting feedback from us in the meetings and one-on-one meetings.

In addition, some of the teachers (N=5) stated that their managers did not make an effort to develop the vision of the school and to implement the developed vision.

T5: I do not think that he attaches much importance to education and training.

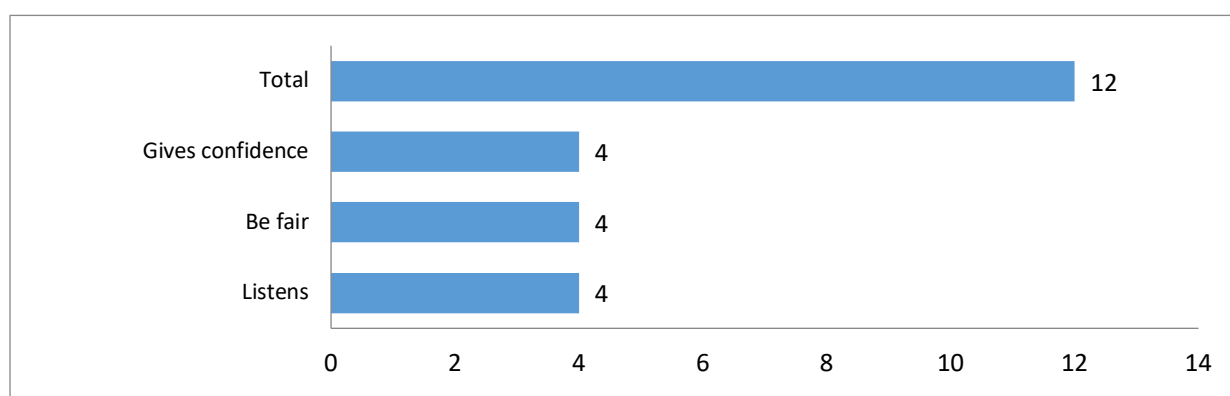


Figure 2. Idealized Influence

Findings for the idealized influence category are given in Figure 2. Teachers were asked “Which words and behaviors do you think lie behind your greater respect and trust in your manager?”. In response to the question, they talked about the personality traits of their managers and their behavior towards them. It has been concluded that the managers' listening to their employees (N=4), being fair (N=4) and giving confidence (N=4) cause them to have an impact on their employees the most.

T6: Listening to everyone, caring about their ideas and trying to help as much as possible play a big role in gaining respect and trust.

On the other hand, T9 talked about how her manager's trying to help affects her thoughts.

T9: When I have a problem, my manager takes time to explain and helps me as much as possible which makes me respect and trust him.

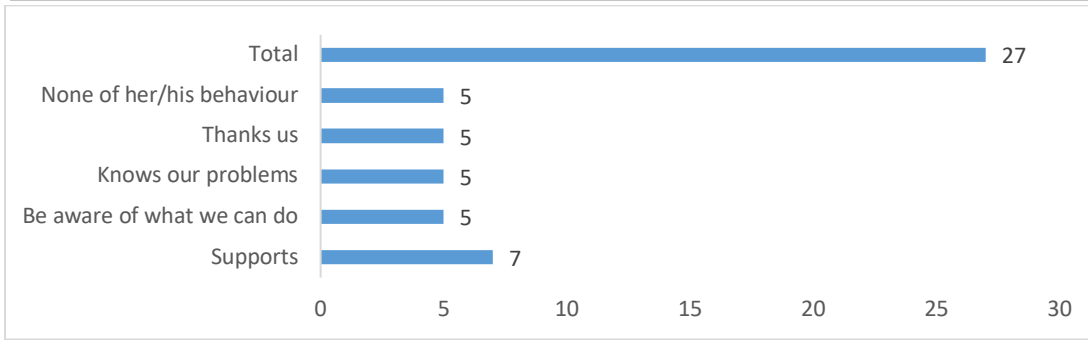


Figure 3. Individual Consideration

The findings of the individual consideration category are shown in Figure 3. Teachers were asked “On what words and behaviors do you base your manager's knowledge and encouragement of the stakeholders working in the institution?” Teachers stated that they were most interested in them because they stated that their managers supported them most (N=7).

T2: I understand that our manager is trying to encourage us since he stated that he would support us both financially and morally in any work that benefits the institution.

In addition, the fact that the managers are aware of what their employees can do (N=5), that the employees know their problems (N=5) and that they thank their employees (N=5) show that they are personally interested in them.

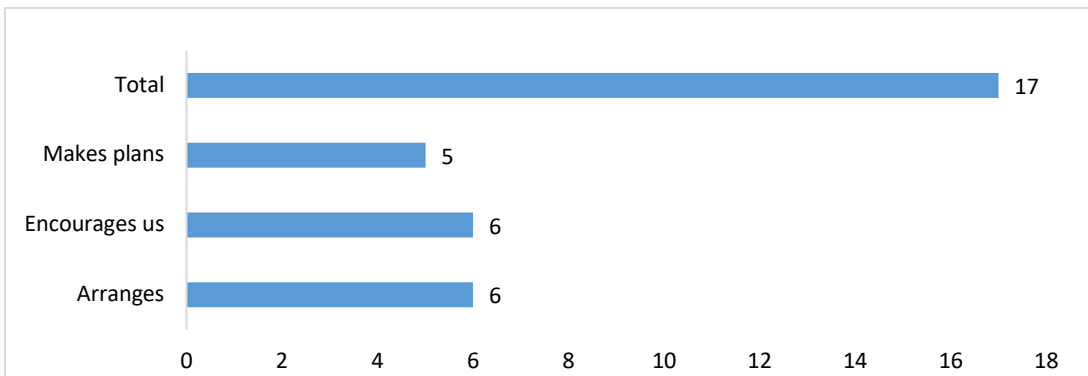


Figure 4. Intellectual Stimulation

Findings related to the intellectual stimulation category are shown in Figure 4. "With what words and behaviors do you associate your manager's concern for developing himself, the stakeholders and the institution?" were asked to the teachers.

T2: He has an effort to constantly improve and transform himself, the teachers and the institution. It aims to constantly move forward by using the physical structure of the school and the potential of the teacher within the possibilities.

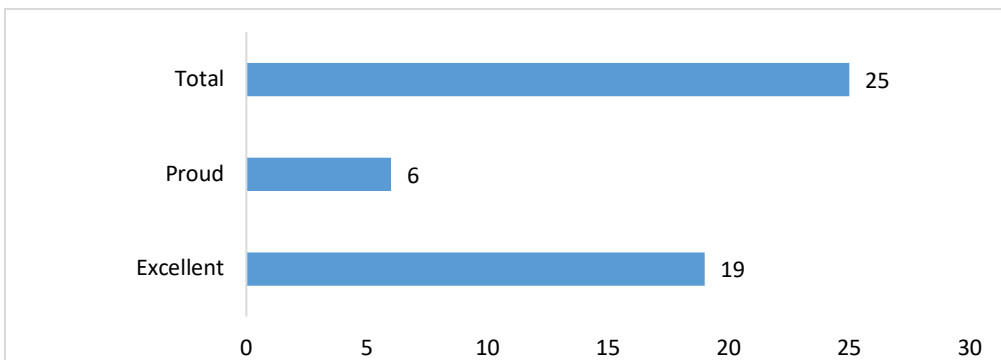


Figure 5. Emotional Commitment

The findings of the emotional commitment category are given in Figure 5. More than half of the teachers (N=19) answered the question “How does it feel to be a part of education and school?” as excellent.

T14: It's a great feeling, I wouldn't change teaching for anything. Teaching is what I enjoy most in my life.

Six of the teachers stated that they consider it proud to be a part of education and school.

T6: When we look at educational institutions as places that build our future, it is very proud to be a part of this system.

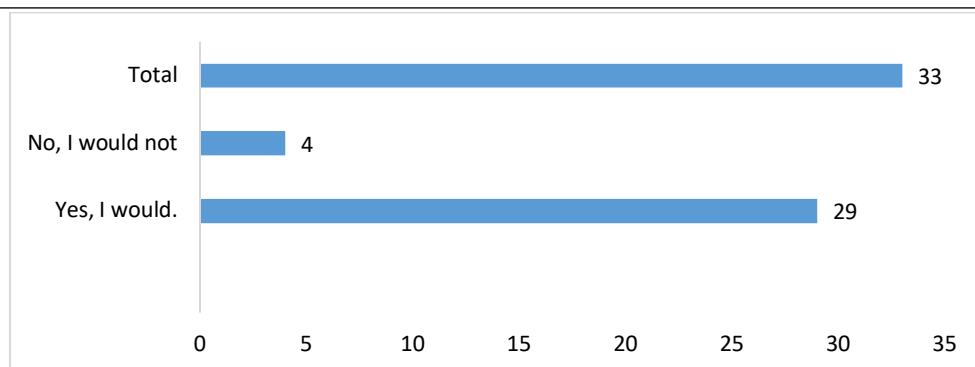


Figure 6. Continuanance Commitment

The findings of the continuance commitment category are given in Figure 6. Teachers were asked "If you had the opportunity to do a job other than teaching, would you want to continue working as a teacher and why?" Majority of the teachers (N=29) said "Yes, I would."

T9: I would continue to teach. Because I love my branch and being helpful to young people while they shape their lives is a satisfying feeling.

Teachers who did not want to continue teaching stated that the value of the profession was not known or they thought that they had chosen the wrong profession.

T25: I would not want to continue being a teacher. Unfortunately, teaching is not a well-known profession in our country.

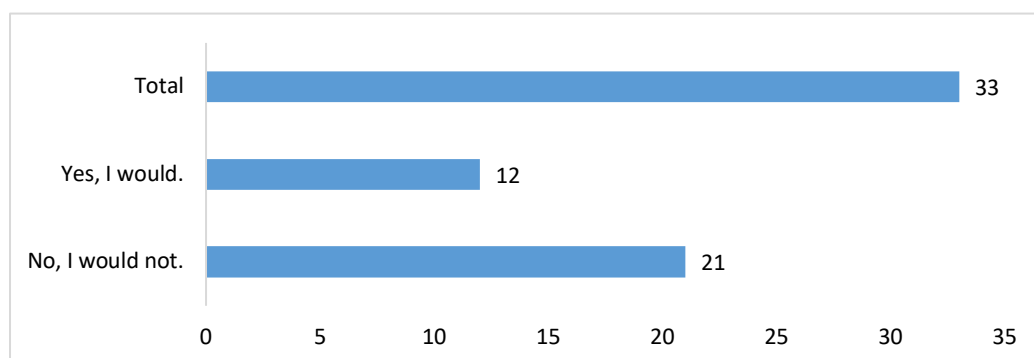


Figure 7. Normative Commitment

The findings of the normative commitment category are shown in Figure 7. Teachers were asked "What are the contributions of the institution you work for? If you had the opportunity, would you like to work in another institution or job?" Most of the teachers (N=21) stated that they did not want to work in another institution.

T13: No, I would not want to work in another institution because I am happy to be in this institution. It helped me in terms of classroom management.

Twelve of the teachers stated that they wanted to work in another institution. They claimed that they were not challenged in their institutions.

T5: I would definitely work at another school. It is not a school that forces me in terms of level. I believe that I can improve myself more in a school that challenges me in terms of level.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

When the data on how much the managers show transformational leadership behaviors according to teacher perceptions was examined, inspirational motivation, idealized influence and individual consideration averages were found to be "very high." In contrast, the "Intellectual stimulation" dimension was found to be "high." The overall scale determined that the transformational leadership levels of the institution managers who took part in the study were very high. It was determined that the highest average belonged to the idealized influence dimension while the lowest belonged to the intellectual stimulation sub-dimension. Considering these findings, the teachers participating in the research see their managers as transformational leaders. The codes obtained as a result of the analysis of the interviews with the teachers are examined. While 28 of the teachers talked about the behaviors of their managers, indicating that they have transformational leadership characteristics, 5 of them stated that their managers had no interest in this matter. This shows that the qualitative findings of the research support the quantitative findings. Erkuş and Ünlü (2008) found that the charisma (idealized influence) dimension has the highest level among the sub-dimensions in their research findings. In addition, Güneş and Buluç (2012) also found the idealized influence dimension at the highest level. This

supports the findings obtained in this study. The fact that the idealized influence sub-dimension is higher than the other sub-dimensions can be interpreted as school managers wanting to prove to their employees that they are good leaders as a source of inspiration.

When the Kruskal-Wallis test concerning the transformational leadership characteristics of school managers and the seniority of teachers was examined, a significant difference was found between inspirational motivation, idealized influence and intellectual stimulation, and the variable of seniority. The decrease in expectations from the manager as the seniority in teaching increases can explain this finding. When the literature is reviewed, it has been seen that some studies overlap with this finding. Eraslan (2003) found a significant difference between transformational leadership and teachers' seniority. Likewise, Töremen and Yasan (2010) found a significant difference between transformational leadership and seniority.

When the findings related to the teachers' commitment to the institutions they work for were examined, it was found that teachers' organizational commitment was high. However, teachers stated that they were most emotionally committed to their organizations. Compared with the findings obtained in the interview analysis, quantitative and qualitative findings support each other. It was found that 29 of the interviewed teachers were committed to their profession. Although 12 of the teachers liked their profession and school, they stated that they would work in another school if they had the opportunity due to the low level of students, the limited opportunities of the school or the fact that they did not find themselves efficient enough due to the type of institution. When the literature is examined, some studies overlap with the findings obtained from this research. Ekinçi (2012) found that teachers' organizational commitment was high. This result is parallel with the result of the research. Demir (2020), on the other hand, revealed that the organizational commitment of teachers working in primary schools was at a medium level. The highest level of emotional commitment among the sub-dimensions is similar to this research.

According to Spearman's Ranking Coefficient analysis, which was performed to reveal whether there is a relationship between transformational leadership and organizational commitment, it has been revealed that there is a positive, significant and medium relationship between transformational leadership and the general level of organizational commitment. The fact that the managers are transformational leaders positively affects teachers' organizational commitment. The findings obtained in the interview analysis support this result. Twenty-eight of the teachers who participated in the study gave answers showing that they were committed to the institutions they worked for. While three teachers stated that they did not see their managers as transformational leaders, they also wanted to work in another institution.

On the other hand, two teachers stated that they wanted to continue working in the same institution, although they did not see their managers as transformational leaders. This may be because they are used to working in the institution. There are studies in the literature that have reached similar findings. Noraazian and Khalip (2016) found that transformational leadership significantly impacted teachers' organizational commitment. Şahin (2020) found that the transformational leadership behaviors of managers positively influenced teachers' organizational commitment. It has been stated that as the transformational leadership behaviors of managers increase, teachers' organizational commitment also increases. Likewise, Porter (2015), Feizi, Ebrahimi & Behehsti (2014), and Ismail, Mohamed H., Sulaiman, Mohamed M. & Yusuf (2011) found in their research that managers' transformational leadership behaviors had a positive influence on employees. This situation supports the findings obtained from the research.

As a result of the findings obtained from this research, it can be concluded that transformational leadership positively influences teachers' organizational commitment. Teacher commitment is one of the substantial factors for the institution to achieve its goals. Due to the transformational leadership behaviors exhibited by the manager, teachers' organizational commitment levels can be increased. In this case, teachers will make more efforts to make the institutions they work in successful. Changes in the manager's behavior can create a domino effect and affect teachers, students, and society.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Author contribution statements

The presented idea was conceived by the first author and developed further by the two authors. The first author reviewed the literature, collected and prepared the data for analysis, and reported the study. In order to assure consistency, analysis of the data was carried out by the two researchers. Both of the authors discussed the results and contributed to the final manuscript. The first author also translated the final manuscript, which was originally written in Turkish.

Researchers' contribution rate

The study was conducted and reported by the first author. The second author consulted the research process and reviewed the final manuscript.

Ethics Committee Approval Information

Ethical approval of this study was approved by Mardin Artuklu University Ethics Committee on July 22, 2020 (REF: 34233153-050.06.04).

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