



## Relationship Between School Principals' Strategic Leadership Characteristics and School Teachers' Organizational Commitment Levels\*

Rezzan UCAR<sup>1</sup>, Servet DALGIC<sup>2</sup>

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### ABSTRACT

**Purpose:** The main purpose of this study to determine the relationship between the strategic leadership characteristics of school principals and the level of organizational commitment of teachers.

**Research Methods:** The universe of the research in the relational screening model is the 3648 teachers working in the secondary education institutions in Van province in the 2017-2018 academic year. 558 teachers, who were determined by the stratified sampling method, formed the sample of the research.

**Findings:** According to research findings, teachers think that school principals usually show strategic leadership qualities. According to the teachers, school principals are generally in the dimension of

strategic leadership, transformational applications, managerial applications and political applications, and in terms of ethical applications, they always demonstrate strategic leadership characteristics. Teachers' organizational commitment was found to be moderate in the study. Teachers' organizational commitment was found moderate level, at a low level in the compliance sub-dimension, a low level in the internalization sub-dimension, and a moderate level in the identification sub-dimension. Another finding of the study, it was found that there was a moderately significant positive relationship between the strategic leadership characteristics of school principals and the organizational commitment of teachers.

**Implications for Research and Practice:** The finding that there is a moderate positive correlation between the strategic leadership characteristics of school principals and the level of organizational commitment of teachers, school principals are more likely to develop strategic leadership characteristics that will strengthen teachers' organizational commitment.

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<sup>1</sup> Corresponding Author, Van Yuzuncu Yil University, TURKEY, e-mail: ucarrezzan@gmail.com, ORCID: 0000-0003-4526-2517

<sup>2</sup> Van Tev-İfakat Yavuz Ortaokulu, TURKEY, e-mail: dalgic43@gmail.com, ORCID: 0000-0003-2959-7149

## Introduction

Changes and developments in every area make it compulsory for educational organizations to adapt to change and development. Educational organizations, whose input and output are human, are open systems that interact continuously with their environment. In educational organizations as well as in all organizations, stakeholders rely on leadership applications to make them eager in the context of realizing collective aims around common goals and to take advantage of this potential by uncovering their potential.

The success of educational organizations directly affects the future of society. Considering the fact that the social goals determined in education can only be reached through the school, the school emerges as the basic means of production in the social system. As one of the dominant elements of society, schools will have to meet changing environmental conditions and innovations in order to meet the changing social expectations and achieve their goals (Memduhoglu, Ucar & Ucar, 2017). In this context, it is possible to achieve the effectiveness of schools by adapting to the changes in their environment, not by the administration of daily and ordinary affairs, but by strategic management that will enable them to survive in the long term and provide a competitive advantage and with strategic leaders who can realize this (Altinkurt, 2007; Besler, 2003; Guclu, 2003).

Strategic leadership plays an important role in the success and progress of schools. Educational movements have to be renewed by keeping up with changing times. This can take place through the planning processes of future trends (Williams & Johnson, 2013). In the context of the speed and impact of social, political, economic and technological changes, the combination of global influences and the increasing competitive environment, schools can achieve success by making the best use of human resources. The basic human resource strength of schools is school administrators and teachers. The quality and success of the training are largely in line with the nature and practices of school administrators and teachers.

School principals have a critical role at school because of their duties and responsibilities, and leadership roles they undertake. School principals effect school with school decisions, management styles, work environment, communication styles, leadership features. It can be argued in this context that the strategic leadership characteristics of school principals are important in terms of ensuring adequate use of the potential of teachers who are the main implementers of school curricula in schools and their organizational commitment. But, when we investigated the previous researches in Turkey, there has not been encountered in any relationship between the teachers' organizational commitment and strategic leadership characteristics of school principals. The absence of research on the relationship between strategic leadership and organizational commitment in schools also reveals the lack of relevance in this field. In this respect, it is evaluated that this research is important in terms of determining the strategic leadership characteristics of the school principals in relation to the levels of organizational commitment of the teachers and contributing to the related literature.

### *Strategic Leadership*

Strategic leadership, is to create strategies by analyzing the internal and external environment in which the organization is located, to apply the right strategies at the right time, to evaluate and to act according to the environment (Altinkurt, 2007). In this respect, it is the ability to combine strategic leadership, visionary and operational management (Malewska & Sajdak, 2014). In other words, strategic leadership is the ability to create a vision, to think strategically, to provide flexibility and to work with others, to see the future to initiate for the organization (Ireland & Hitt, 2005).

Strategic leadership aims to be able to shape the future by directing the employees of the organization to the targets in line with the vision of the organization, and to ensure rapid strategic change if necessary in a complex global competition environment (Davies, 2004). Strategic leadership is made up of four sub-dimensions called transformational, managerial, ethical and political actions. Accordingly, transforming actions meaning is to determine the direction of the organization by influencing actions and ideas in order to create a continuous culture of learning and exchange in the organization. Managerial actions are used to maintain stability in order to keep the current goals effective. Ethical actions are carried out to create an environment of trust for the followers to demonstrate their commitment to organizational values and objectives. Political actions include activity to develop partnerships with people who have power and influence within and outside the organization in order to provide support and resources to the organization and to give something to improve the effectiveness of the relationship and to develop a partnership (Pisapia, 2009).

The strategic leader, is the leader who successfully fulfills the expectations of the leadership levels in the times of change in the organization (Adair, 2005), develops an effective vision for the organization, emphasizes innovation, establishes an effective organizational culture and enters into ethical applications (Hitt, Haynes & Serpa, 2010). The strategic leader focuses on the role individuals play in strategy and demonstrates the strategic process (Laljani, 2009). In this respect, one of the most important characteristics sought in the strategic leader is the effective and efficient management of human resources and accordingly, the increase of their commitment.

### *Organizational Commitment*

Organizational commitment is an attitude that reflects the employee's loyalty to the organization and the organization employees' interest in the organization (Tella, Ayeni & Popoola, 2007). In other words, it is the opinion of the employee, which is shaped in parallel with the relationship with the organization and which eventually influences the decision of the individual to stay in the organization. (Allen & Meyer, 1990). In this context, organizational commitment can be described as a psychological condition between the organization and the employee (Ramalho-Luz, Paula & Oliveira, 2018).

O'Reilly III & Chatman (1986), considering organizational commitment as a psychological commitment to a person's organization, examined organizational commitment in three dimensions: adaptation, identification and internalization. The

three dimensions identified represent the different dimensions of commitment. According to this, the first dimension of organizational commitment, adherence to compliance, refers to the superficial commitment to the working organization. Here, personal and external awards are important. Attitudes and behaviors arise because of common beliefs, not just to win certain prizes. The main goal in compliance is to achieve individual interests and gains. Commitment to identification; the employee respects the values of the organization and tries to realize them. He/she is proud to be a member of his/her organization. Internalization commitment occurs when the effect is accepted. The attitudes and behaviors stimulated are consistent with one's own values. That is, the values of the individual and the group or organization are the same. Internalization is entirely based on unity between individual and organizational values.

Organizational commitment, organizational goals and values of recognition, the desire to be a member of the organization and voluntarily trying to achieve the objectives of the organization include a number of elements (Tella, vd., 2007). Individuals with organizational commitment tend to be more coherent, more satisfied, more productive, with a higher level of loyalty and responsibility, and thus cause less cost in the organization (Balci, 2003). Organizational commitment decreases unintended consequences such as being late for work, absenteeism and leaving work (Doğan & Kiliç, 2007). Therefore, organizational commitment increases the work efficiency of the employees and poses positive results for the organization.

In this respect, it is important that an organization is aware of the factors that may increase or decrease its employees' commitment to the organization (Yüceler, 2009).

Organizational commitment is closely related to organizational factors, although it is influenced by personal, organizational and non-organizational factors. Organizational factors include values in work and work life. In this context, the nature and importance of the work, the style of management, participation in decision-making process, workgroups, the level of meeting the expectations of the employee, organizational culture, role conflict, job focus, task identity and organizational awards, as well as variables such as role ambiguity, job difficulties, subordinate relations. Issues such as progress and career opportunities, emphasis on individual needs, payment equality, control relationships (Balay, 2000; Ince & Gül, 2005) and leadership characteristics (Dihim, 2015) can be expressed as organizational factors affecting organizational commitment.

#### *The Relationship Between Strategic Leadership and Organizational Commitment*

In this increasingly competitive environment, organizational commitment makes the human factor a focal point, thus forcing organizations to require human power. As a result, the organization-employee relations aim to be efficient and effective (Köse & Gönüllüoğlu, 2010). It is becoming more and more difficult to keep individuals in the workplace because of continually changing individual needs and transformations in every field of work the change every field, and the need for constantly changing individual needs. The fact that employees leave this job after they have grown up and adapt to the environment brings high costs to the organization (Durna & Eren, 2005).

Furthermore, it is stated that the survival of the organization depends on whether employees leave the organization or not (Uygur & Yildirim, 2011). In this context, it is possible for the organizations to survive, to provide a competitive advantage, to develop effective strategies by the strategic leader, to implement these strategies with the internal participation of all individuals in the organization and to ensure the loyalty of the employees to the organization.

The strategic leader is the person who can make strategic changes whenever necessary through the ability to see the future, to create a vision, to be flexible and to empower other people. To this end, a strategic leader is expected to have characteristics such as determining the purpose and vision of the organization, revealing and sustaining basic skills, developing human resources, maintaining an effective organizational culture, emphasizing ethical applications and creating a balanced organizational control (Ireland & Hitt, 2005). The strategic leader attaches importance to people and their needs. In this context, an effective strategic leader has the ability to significantly affect the emotions, thoughts and behaviors of other people. Strategic leadership in the literature has a significant impact on employee performance (Zia-Ud-Din, Shabbir, Bin, Bilal & Raza, 2017), innovation processes (Elenkov, Judge & Wright, 2005) and job satisfaction (Azbari, Akbari & Chaijani, 2015). In some studies about the relationship between job satisfaction and organizational commitment (Werang & Agung, 2017; Balay, 2000), it was concluded that job satisfaction has a positive effect on organizational commitment. It can be assumed that there is a similar relationship between strategic leadership and organizational commitment because of many concepts which is affected by strategic leadership also affect organizational commitment.

Research results show that there is a relationship between the leadership styles of managers and the organizational commitment of employees (Doğanay & Sen, 2016; Tosunoğlu, 2014). In this context, it is stated that the leadership characteristics of school principals affect the teachers' organizational commitment (Bektas, Coğaltay & Sökmen, 2014). However, it has emerged in research that positive relationship between organizational commitment and leadership behaviors of managers (Erceylan, 2010), some leadership types (Obbo, Olema & Atibuni, 2018; Anshu, & Upadhyay, 2017; Anderson, 2015; Uygur & Yildirim, 2011). Similarly, it was thought that there might be a relationship between the strategic leadership characteristics of school principals and teachers' organizational commitment levels. From this point of view, the research is designed to determine the relationship between the principals' commitment levels and the strategic leadership characteristics of school principals.

### **Purpose of the Research**

In this study, it is aimed to determine the relationship between the strategic leadership characteristics of school principals and the organizational commitment levels of teachers according to the opinions of the teachers working in secondary education institutions. For this purpose, the following questions were sought;

- 1) What are the opinions of teachers about the leadership characteristics of school principals?
- 2) What are the levels of organizational commitment of teachers?
- 3) What is the relationship between teachers' views on the strategic leadership characteristics of school principals and their levels of organizational commitment.

## Method

### *Research Design*

In this study, the relationship between the strategic leadership characteristics of the school principals and the organizational commitment levels of the teachers was investigated and the relational screening model was used. The relational screening model is used to define and measure the degree of relationship between two or more variables (Cresswell, 2012). In this context, the relationship between the strategic leadership characteristics of school principals and teachers' commitment levels were determined and evaluated.

### *Research Sample*

The population of the research is 3648 teachers working in the secondary education institutions in Van province in the 2017-2018 academic year. 558 teachers, who were determined by the stratified sampling method, formed the sample of the research. The personal information for the research participants is given below.

**Table 1.**

*Personal Information For Participants*

<i>Variables</i>	<i>Level</i>	<i>n</i>	<i>%</i>
<b>Gender</b>	Woman	263	47,1
	Man	295	52,9
<b>Education Status</b>	License	473	84,8
	Graduate	85	15,2
<b>Form of Employment</b>	Permanent	378	67,7
	Contracted	180	32,3
	General Directorate of Secondary Edu	203	36,4
<b>School Type</b>	General Directorate of Vocational Tec. Edu.	293	52,5
	General Directorate of Religious Edu.	62	11,1
<b>Total</b>		558	100

According to Table 1, 47.1% of the teachers who participated in the research were female and 52.9% were male. 84.8% of the teachers have bachelor's degree and 15.2% have a graduate degree. 67.7% of the participants are employed and 32.3% are employed as contracted teachers. 36.4% of teachers in secondary education institutions under the General Directorate of Secondary Education; 52,5% in secondary education institutions under the General Directorate of Vocational and Technical Education; 11,1% of them are working in secondary schools affiliated to the General Directorate of Religious Education.

#### *Data Collection Tools*

The data were gathered using the "Strategic Leadership Scale" and "Organizational Commitment Scale" in addition, the "Personal Information Form" has been developed in order to obtain information about the personal characteristics of teachers.

*Strategic Leadership Scale.* The scale developed by Pisapia (2010) and adapted to Turkish by Aydin (2012); transformational, managerial, ethical and political applications. The 5-point Likert type scale is "nothing", rarely "occasionally", "usually" and always 'options. The Cronbach alpha coefficient was calculated as  $\alpha = .87$  for administrative applications,  $\alpha = .70$  for administrative applications,  $\alpha = .87$  for ethical applications, and  $\alpha = .76$  for political applications and  $\alpha = .92$  for scale. Cronbach alpha coefficients; For transformational applications  $\alpha = .90$ ,  $\alpha = .63$  for administrative applications,  $\alpha = .91$  for ethical applications and  $\alpha = .75$  for political applications and  $\alpha = .94$  for scale

*Organizational Commitment Scale.* Scale developed by Balay (2000) and re-analyzed by Erdem (2008); consist of 3 sub-dimensions and 24 items, namely adaptation, identification and internalization. The scale consists of "I disagree", "I agree a little", "I agree moderately", "I strongly agree" and "I totally agree" options.  $\alpha = .76$  for the adaptation dimension at the original scale,  $\alpha = .91$  for the identification dimension,  $\alpha = .92$  for the internalization dimension and  $\alpha = .92$  for the total scale score. In this study, Cronbach Alpha coefficients were determined as  $\alpha = .82$  for adaptation,  $\alpha = .90$  for identification,  $\alpha = .93$  for internalization and  $\alpha = .84$  for total scale score.

#### *Data Analysis*

The data of the study were calculated by the researcher by applying to the teachers in the sample. In line with the data of the statistical package program, the mean and standard deviation values of the teachers were determined according to the opinions of the school principals about the strategic leadership characteristics and the teachers' organizational commitment levels. Correlation analysis was used to determine the relationship between the strategic leadership characteristics of school principals and the organizational commitment levels of teachers.

## Results

This section contains the findings of the research data. Table 2 shows the arithmetic mean and standard deviation related to strategic leadership and its sub-dimensions, organizational commitment and sub-dimensions.

**Table 2.**

*Strategic Leadership and its Sub-Dimensions and Organizational Commitment and Sub-Dimensional Average and Standard Deviation Scores.*

Scale	Dimensions	n	$\bar{X}$	Ss	Level
SL	Transformational Applications	558	4,00	,783	Usually
	Managerial Applications	558	3,93	,626	Usually
	Ethical Applications	558	4,22	,749	Always
	Political Applications	558	3,76	,692	Usually
	Strategic Leadership (Total)	558	3,98	,621	Usually
OC	Compliance	558	1,97	,787	Less Agree
	Identification	558	3,19	,998	Moderately Agree
	Internalization	558	3,75	,999	Very Agree
	Organizational Commitment (Total)	558	2,99	,546	Moderately Agree

As shown in Table 2, teachers working in secondary schools indicated that school principals usually ( $\bar{X}$  =3,98) showed strategic leadership characteristics. The teachers agreed that principals "usually" show strategic leadership in the dimensions of transformational ( $\bar{X}$  =4,00), managerial ( $\bar{X}$  =3,93) and political applications ( $\bar{X}$  =3,76) of strategic leadership. In the dimension of ethical applications, they have participated at the "always" ( $\bar{X}$  =4,22) level. According to the table, the organizational commitment of the teachers working in secondary education institutions is a moderate level ( $\bar{X}$  =2,99). Organizational commitment levels of teachers are "less" ( $\bar{X}$  =1,97) in the compliance dimension of organizational commitment, "moderate" ( $\bar{X}$  =3,19) in identification dimension and "very" ( $\bar{X}$  =3,75) in internalization dimension.

Correlation analysis was conducted to determine the relationship between the strategic leadership characteristics of school principals and the organizational commitment of teachers. The data on the correlation analysis are given in Table 3.



**Table 3.**

*Correlation results between the strategic leadership characteristics of school principals and the teachers' organizational commitment levels*

<i>Dimension/Scale</i>	1	2	3	4	5	6	7	8	9
1. Transformational Application	-								
2. Managerial Application	,54*	-							
3. Ethical Application	,89*	,50*	-						
4. Political Applications	,70*	,53*	,62**	-					
5. Strategic Leaders (Total)	,94*	,70*	,91**	,84*	-				
6. Compliance	-,28**	-,06	-,34**	-,04	-,23**	-			
7. Identification	,45*	,16*	,46**	,28*	,42**	,29**	-		
8. Internalization	,47*	,26*	,47**	,26*	,44**	-,32**	,65*	-	
9. Organizational Commitment (Total)	,40*	,21*	,38**	,29*	,39**	,13**	,80**	,82*	-

\* p<.05, \*\*p<.01

According to Table 3, there is a positive correlation between the strategic leadership characteristics of school principals and the organizational commitment levels of teachers ( $r=.39$ ;  $p<0,01$ ). There is a negatively low level significant relationship ( $r=.28$ ;  $p<0,01$ ) between school principals' transformational application dimension of strategic leadership and the compliance dimension of teachers' organizational commitment; a positively moderate significant relationship is observed between the dimensions of identification ( $r=.45$ ;  $p<0,01$ ) and internalization ( $r=.45$ ;  $p<0,01$ ) and organizational commitment ( $r=.40$ ;  $p<0,01$ ). There is a positively low level of correlation between the dimension of managerial applications of school principals' strategic leadership characteristics and the dimensions of identification ( $r=.16$ ;  $p<0,01$ ) and internalization ( $r=.26$ ;  $p<0,01$ ) of organizational commitment and the total scale score of organizational commitment ( $r=.21$ ;  $p<0,01$ ). The relationship between the size of the managerial applications of the strategic leadership and the compliance dimension of

the organizational commitment is observed to be meaningless. There is a negatively moderately significant relationship between the ethical applications dimension of school principals' strategic leadership characteristics and the compliance dimension of organizational commitment ( $r=-,34$ ;  $p<0,01$ ); there is a positively moderately significant correlation between dimension of identification ( $r=,46$ ;  $p<0,01$ ), internalization ( $r=,47$ ;  $p<0,01$ ) and organizational commitment total score ( $r=,38$ ;  $p<0,01$ ). There is a positively low correlation between the dimension of political application of school principals' strategic leadership characteristics and the dimensions of identification ( $r=,28$ ;  $p<0,01$ ) and internalization ( $r=,26$ ;  $p<0,01$ ) of organizational commitment and total scale score of organizational commitment ( $r=,29$ ;  $p<0,01$ ). There is a meaningless relationship between the dimension of political applications of strategic leadership characteristics and the dimension of compliance of organizational commitment. There is a negatively low relationship between the school leadership's strategic leadership characteristics total scale score and the compliance ( $r=-,23$ ;  $p<0,01$ ) dimension of the organizational commitment and positive correlation between the dimensions of identification ( $r=,42$ ;  $p<0,01$ ), internalization ( $r=,44$ ;  $p<0,01$ ) and the total scale score of organizational commitment ( $r=,39$ ;  $p<0,01$ ).

### **Discussion, Conclusion and Recommendations**

The teachers working in the secondary education institutions stated that the school principals have the characteristics of strategic leadership. Teachers stated that school principals have the most ethical applications and least political applications. These findings are consistent with the results of some studies in the literature (Aydin, Guclu & Pisapia, 2015; Guclu, Coban & Atasoy, 2017; Kocaoglu & Balkar, 2016). Similarly, in some researches, it was found that the school principals generally displayed transformational, managerial, ethical and political application in strategic leadership (Aydin, 2012; Koca-Sisik, 2015). In another study, it was found that the administrators displayed the strategic leadership actions at a medium level according to the perceptions of the teachers (Ulker, 2009). On the other hand, Altinkurt (2007) concluded that the school principals had leadership characteristics but they needed to develop these features; school principals were not successful at a high level in strategic leadership applications; school principals were successful to a low extend in ethical dimension of strategic leadership. In this study, it was determined that the factors related to legal and bureaucratic time and financial resources are partially limited to the strategic leadership applications of school principals. Similarly, Tas (2009) also concluded that school principals were not successful in the strategic leadership applications related to ethical values and were inadequate to promote studies and to develop ethical applications. On the other hand, in the study conducted by Coban, (2016), it was determined that the employees of the Ministry of National Education thought that they had occasionally displayed strategic leadership behaviors. In this study, it was determined that senior managers generally displayed managerial leadership behaviors, followed by political leadership behavior, and less transformational and relational leadership behavior. When the results of the research are evaluated from a general point of view, it is seen that a significant portion of the

researches have reached the results that school principals use strategic leadership characteristics. The use of strategic leadership features is influenced by organizational environment variables and also affects managers' perceptions of success. In this context, the fact that the teachers think that the school principals have strategic leadership characteristics shows that they accept the school principals as strategic leaders.

It was found that the organizational commitment levels of the teachers working in secondary education institutions were less in the dimension of compliance, the identification and organizational commitment were in the medium level and the internalization dimension was in the strength level. According to the research findings, it can be said that the role of reward and punishment in the attitudes and behaviors of teachers in schools has a low level, the role of communication with other employees in the school has a moderate level, the role of individual and organizational values' compliance is high level. In this context, teachers were most involved in the dimension of internalization of organizational commitment and they were at least attuned to the adaptation dimension. Similar findings have been achieved in some researches (Akin & Orman, 2015; Balay, 2000; Erdem, 2008; Erdem & Ucar, 2013; Doğruoz & Ozdemir, 2018; Kul & Guclu, 2010; Sezer, 2005; Uygur & Yildirim, 2011). Contrary to these findings, Bağen (2017) and İmamoğlu (2011) found that teachers at most agree on the dimension of compliance and at least on the identification dimension. In this study, it can be considered as a positive situation that teachers participate less in the dimension of compliance, medium in internalization dimension and strongly in the identification dimension. Compliance is the first stage of adherence and has the objective of earning certain external awards or tangible resources. However, it can not be said that staff can only be motivated by financial values because schools' philosophy and goals are not profit-oriented (Balay, 2000). In identification, the individual tends to establish relationships with others in the organization, to express himself/herself and thus to be satisfied (Erdem & Ucar, 2013). That is the individual believes in the aim and wants to support all individuals who will fulfill the aim in schools; teachers will realize the identification dimension of loyalty when they are aware of the objectives of the school and act in accordance with common goals with all teachers acting in line with these goals. Internalization is the type of commitment most desired by organizations. Although it is time-consuming, it has its own self-sustaining property. In the internalization that expresses the harmony between the values of the organization and the individual, the individual acts without compulsion and oppression (Balay, 2000). In this research, participation in the most internalization dimension is important in terms of revealing that teachers have a common understanding with the values of their schools and that they accept the values of schools themselves without any external constraints.

In the study, a negative correlation was found between the transformational application dimension of strategic leadership and the compliance dimension of organizational commitment. In the commitment to cohesion, the main objective is to achieve certain rewards and to eliminate possible penalties. In this respect, compliance and attitudes and behaviors are not taken by shared beliefs, but only when they are

adopted to win certain awards (Balay, 2000; Ince & Gul, 2005). In the transformational applications of strategic leadership, learning and change are handled as a normal routine, and transformational applications are given place to mobilize actions and ideas that change the culture and conditions of the organization (Pisapia & Lin, 2011). In this context, the inverse relationship between the dimension of organizational commitment and the transformational applications of strategic leadership is understandable. Because in the transformational leadership applications, instead of the short-term personal interests of the followers, organizational goals, success and self-realization are being directed towards (Yucel-Batmaz & Gurel, 2016). However, there is no commitment to internalization in the dimension of compliance (O'Reilly III & Chatman, 1986). It can be stated that personal interests and rewards are important in the commitment to compliance which can be called a superficial commitment. In this context, it is suggested that there is a decrease in compliance commitment which leads the individual to instrumental perceptions by emphasizing reward-punishment-cost evaluation as the transformational applications covering change and development culture are included in schools.

There was a positive correlation between the dimensions of transformational applications of strategic leadership and the dimensions of identification and internalization of organizational commitment. Employees' organizational goals and values of adoption and acceptance of the organization refers to identifying (Ince & Gul, 2005). This commitment has turned into identification even if the employee is committed to the organization since its requirements are met, satisfaction is ensured and it is internally motivated (Başaran, 2008). Identification requires the acceptance of others (Balay, 2000). For the good of the organization in transformational leadership is based on the behavior (Avolio, Walumbwa & Weber, 2009), which enables the performers to perform or inspire them beyond personal interests. In this context, everyone working in the organization is important and their ideas are valuable. On the other hand, internalization is a psychological process that involves combining values leading to employee behavior. Employees internalize organizational goals and objectives in proportion to their goals and objectives. It is a result of internalization that managers' attitudes and beliefs are of great importance for employees (Atak, 2009; Ince & Gul, 2005). In the context of strategic leadership, it is aimed to change the structure in transformational applications (Pisapia & Lin, 2011). It is known that the future of the organization depends on the success of the individuals in the team (Dogan, 2016). Each employee starts working with a set of expectations. Failure to meet the expectations of the organization may result in the separation of the employee. Therefore, organizations, individual beliefs and values, in shaping the behavior of individuals to ensure that the system complies with organizational values and employees are persuaded to accept organizational values and norms (Aydin, 1991). Considering that transformational leadership is the basis for supporting the personal development of employees, encouraging them to become leaders and increasing their professional competence, the inclusion of transformational applications positively affects identification and identification of internalization. This implies that teachers' commitment to identification and internalization will increase as far as the

transformational applications of school principals in the context of strategic leadership characteristics are effective.

There is a positively low-level relationship between the dimensions of managerial applications of strategic leadership and the dimensions of identification and internalization of organizational commitment. It is preferred to reach short-term goals by moving in a straight line in managerial applications, and it is thought that the followers can be considered as the following and transformed into good workers (Aydin, 2012). The most important indicator and the first condition of organizational commitment is the purpose, goal, value and vision of the employee and the overlap of the aim, goal, value and vision of the organization (Ince & Gul, 2005). Accordingly, the gap between employee expectations and what the organization offers to the employee is one of the most important criteria to determine the level of organizational commitment. In this context, employees who are not valued in their own right and are seen only as a means to reach the goal, may not be able to perform identification and internalization behaviors at an adequate level. This situation makes clear the relationship between managerial applications and the dimensions of identification and internalization of organizational commitment.

There is a negative correlation between the size of the ethical applications of strategic leadership and the adaptation dimension of organizational commitment. Ethical values of education managers have great importance in their leadership characteristics (Aydin, 2017). The interests of the organization in ethical applications are above personal interests (Aydin, 2012). This leadership type focuses on truthfulness and honesty (Yang, 2014), working for the common good and respecting the rights of everyone (Aydin, 2012). In this context, an inverse relationship between ethical applications and adaptation commitment, in which individual interests are at the forefront, can be considered as a condition. On the other hand, a positive and moderate correlation was found between the dimensions of the ethical applications of strategic leadership and the dimensions of identification and internalization of organizational commitment. The commitment to identification and internalization leads to a willingness for time, money and labor on behalf of the organization (O'Reilly III & Chatman, 1986). Values in ethical applications and emphasis on sacrifice; the need to act in the direction of organization interests in their commitment to identification and internalization, and the relationship between personal and organizational cohesion, ethical applications and their commitment to identification and internalization is understandable.

There is a positively low correlation between the dimension of political applications of strategic leadership and the dimension of identification and internalization of organizational commitment. In political applications, actions are taken in order to obtain opinions, support and resources with people who have power and influence from within or outside the organization; swap actions are taken to improve the effectiveness of relations (Pisapia & Lin, 2011). The dimensions of identification and internalization of organizational commitment lead employees to the results of the organization's expectations (Balay, 2000). Thus, there is a harmony between the attitudes and behaviors of the individual who accepts the aims and values

of the organization and the values of the organization and the other people in the organization. As a result, employees strive to make the organization successful (Ince & Gul, 2005) and make sacrifices for the organization without waiting for additional material gains. The emphasis on the harmony of individual and organizational expectations and values in the dimensions of identification and internalization and a pragmatic understanding of the political applications are the dimensions of the political applications of strategic leadership and the dimensions of identification and internalization of organizational commitment may have been the source of a low level of relationship.

In this research, to create positive changes in their organizations, to be flexible in order to bring solutions to problems, to develop detailed and comprehensive strategies, to adopt adaptable, transformable, renewable management styles of organizations for the future, for the life and development of the organization strategic leadership behaviors that can be summarized as the execution of all kinds of strategic activities. The relationship between the organizational commitment that can be summarized as the integration of the objectives is examined. In this context, the school leadership's strategic leadership characteristics will strengthen the organizational commitment of teachers, it can be argued that they should exhibit frequently. On the other hand, in the context of finding that teachers have an organizational commitment at a medium level, the school structure should be designed to enable more flexible, facilitating and participatory applications, to establish healthy communication channels in school, to support different ideas and practices allowing teachers to participate more actively in all processes, taking into account the suggestions and expectations of teachers, creating an incentive system of reward, determining the personal and organizational factors that affect teachers' organizational commitment negatively it can be stated that studies should be done to minimize the effects.

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## Okul Müdürlerinin Stratejik Liderlik Özellikleri ile Öğretmenlerin Örgütsel Bağlılık Düzeyleri Arasındaki İlişki

### Atf:

Ucar, R., & Dalgic, S. (2021). Relationship between school principals' strategic leadership characteristics and school teachers' organizational commitment levels. *Eurasian Journal of Educational Research* 91, 105-126, DOI: 10.14689/ejer.2021.91.6

### Özet

*Problem Durumu:* Stratejik liderlik, örgüt için gerçekleştirilebilir bir gelecek yaratacak değişiklikleri başlatmak için geleceği görme, vizyon oluşturma, stratejik olarak düşünme, esnekliği sağlama ve diğerleri ile çalışabilme becerisidir. Stratejik liderlik; geleceği öngörerek şekillendirebilmek ve örgüt çalışanlarını, örgüt vizyonu doğrultusunda hedeflere yönlendirerek, karmaşık küresel rekabet ortamında, gerektiğinde hızla stratejik değişimi sağlayabilmeyi amaçlamaktadır. Stratejik liderlik; dönüşümsel, yönetsel, etik ve politik uygulamalar olmak üzere dört alt boyuttan oluşmaktadır.

Stratejik lider, örgütün değişim zamanlarında liderlik kademelerinden beklenenleri başarılı bir şekilde yerine getiren, örgüt için etkili bir vizyon geliştiren, yenilikçiliği vurgulayan, etkin örgüt kültürü kuran ve etik uygulamalara giren liderdir. Bu yönüyle stratejik liderde aranan en temel özelliklerden biri insan kaynaklarının etkin ve verimli bir şekilde yönetimi ve buna bağlı olarak da bağlılıklarını yükseltme olduğu ileri sürülebilir.

Örgütsel bağlılık, örgüt ve çalışan arasındaki psikolojik bir durumdur. Örgütsel bağlılık, örgütü amaç ve değerleriyle tanıma, örgütün bir üyesi olmayı arzu etme ve örgütün amaçlarına ulaşmasında gönüllü olarak çaba gösterme gibi birtakım unsurları içermektedir. Örgütsel bağlılık; uyum, özdeşleşme ve içselleştirme olmak üzere üç boyuttan oluşmaktadır.

Örgütsel bağlılık, kişisel, örgütsel ve örgüt dışı faktörlerden etkilenmekle birlikte örgütsel faktörlerle yakından ilişkilidir. Liderlik özellikleri de örgütsel bağlılığı etkileyen örgütsel faktörlerden biri olarak ifade edilebilir. Stratejik lider, insana ve gereksinimlerine önem verir. Bu bağlamda etkili bir stratejik lider, çalıştığı diğer kişilerin duygu, düşünce ve davranışlarını anlamlı bir şekilde etkileyebilme özelliğine sahiptir.

Örgütlerde yöneticilerin liderlik tarzları ile çalışanların örgütsel bağlılığı arasında ilişki olduğu ileri sürülmektedir. Bu çerçevede okul müdürlerinin liderlik özelliklerinin öğretmenlerin örgütsel bağlılığını etkilediği belirtilmektedir.

Okulların başarısı ve ilerlemesinde stratejik liderliğin önemli bir rolü vardır. Okul müdürleri görev ve sorumlulukları, üstlendikleri liderlik rolleri nedeniyle okulda kritik öneme sahiptir. Bu bağlamda, okul müdürlerinin stratejik liderlik özellikleri,

öğretmenlerin potansiyelinden yeterince faydalanılması ve örgütsel bağlılıklarının sağlanması bakımından önemlidir.

*Araştırmanın Amacı:* Bu çalışmada ortaöğretim kurumlarında görev yapan öğretmenlerin görüşlerine göre okul müdürlerinin stratejik liderlik özellikleri ile öğretmenlerin örgütsel bağlılık düzeyleri arasındaki ilişkinin saptanması amaçlanmıştır. Bu temel amaç doğrultusunda şu sorulara cevap aranmıştır; (i) Öğretmenlerin okul müdürlerinin stratejik liderlik özelliklerine ilişkin görüşleri nasıldır? (ii) Öğretmenlerin örgütsel bağlılık düzeyleri nasıldır? (iii) Öğretmenlerin okul müdürlerinin stratejik liderlik özelliklerine ilişkin görüşleri ile örgütsel bağlılık düzeyleri arasında nasıl bir ilişki vardır?

*Araştırmanın Yöntemi:* İlişkisel tarama modelindeki araştırmanın evreni 2017-2018 eğitim öğretim yılında Van İlindeki ortaöğretim kurumlarında görev yapan 3648 öğretmendir. Evrenden tabakalı örnekleme yöntemiyle belirlenen 558 öğretmen araştırmanın örneklemini oluşturmuştur. Araştırma verileri, Stratejik Liderlik Ölçeği ve Örgütsel Bağlılık Ölçeği ile toplanmıştır. Verilerin analizinde betimsel istatistikler ve korelasyon analizi kullanılmıştır.

*Araştırmanın Bulguları:* Öğretmenlerin görüşlerine göre, okul müdürlerinin stratejik liderlik özelliklerini genellikle gösterdikleri belirlenmiştir. Okul müdürlerinin, dönüşümsel, yönetsel ve politik uygulamalar boyutlarında genellikle; etik uygulamalar boyutunda ise her zaman düzeyinde stratejik liderlik özelliklerini gösterdikleri tespit edilmiştir. Araştırmada öğretmenlerin örgütsel bağlılıklarının orta düzeyde olduğu saptanmıştır. Öğretmenlerin, örgütsel bağlılıklarının, örgütsel bağlılığın uyum alt boyutunda az düzeyinde, özdeşleşme alt boyutunda orta düzeyde, içselleştirme alt boyutunda ise çok düzeyinde olduğu görülmüştür. Okul müdürlerinin stratejik liderlik özellikleri ile öğretmenlerin örgütsel bağlılıkları arasında pozitif yönde orta düzeyde anlamlı bir ilişki olduğu tespit edilmiştir. Bu kapsamda okul müdürlerinin stratejik liderliğin dönüşümsel uygulamalar boyutu ile öğretmenlerin örgütsel bağlılıklarının uyum boyutu arasında negatif yönde düşük düzeyde anlamlı bir ilişki; özdeşleşme ve içselleştirme boyutları ile örgütsel bağlılık toplam ölçek puanı arasında pozitif yönde orta düzeyde anlamlı bir ilişki gözlenmiştir. Okul müdürlerinin stratejik liderlik özelliklerinin yönetsel uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutları ile örgütsel bağlılık toplam ölçek puanı arasında pozitif yönde düşük düzeyde anlamlı bir ilişki bulunmuştur. Okul müdürlerinin stratejik liderlik özelliklerinin etik uygulamalar boyutu ile örgütsel bağlılığın uyum alt boyutu arasında negatif yönde orta düzeyde anlamlı bir ilişki; özdeşleşme ve içselleştirme alt boyutu ile örgütsel bağlılık toplam ölçek puanı arasında pozitif yönde orta düzeyde anlamlı bir ilişki tespit edilmiştir. Okul müdürlerinin stratejik liderlik özelliklerinin politik uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutları ile örgütsel bağlılık toplam ölçek puanı arasında pozitif yönde düşük düzeyde anlamlı bir ilişki görülmüştür. Okul müdürlerinin stratejik liderlik özellikleri toplam ölçek puanı ile örgütsel bağlılığın uyum boyutu arasında negatif yönde düşük düzeyde anlamlı bir ilişki; özdeşleşme ve içselleştirme boyutları ile örgütsel bağlılığın toplam ölçek puanı arasında pozitif yönde orta düzeyde anlamlı bir ilişki belirlenmiştir.

*Sonuç ve Öneriler:* Ortaöğretim kurumlarında görev yapan öğretmenler okul müdürlerinin stratejik liderlik özelliklerini taşıdıklarını belirtmişlerdir. Öğretmenlere göre okul müdürleri en çok etik uygulamalara, en az ise politik uygulamalara yer verdikleri tespit edilmiştir. Öğretmenlerin örgütsel bağlılık düzeylerinin uyum boyutunda düşük, özdeşleşme ve örgütsel bağlılık toplam ölçek puanında orta, içselleştirme boyutunda ise yüksek olduğu saptanmıştır. Okul müdürlerinin stratejik liderlik özellikleri ile öğretmenlerin örgütsel bağlılıkları arasında pozitif yönde orta düzeyde anlamlı bir ilişki olduğu tespit edilmiştir. Stratejik liderliğin dönüşümsel uygulamalar boyutu ile örgütsel bağlılığın uyum boyutu arasında negatif yönde düşük düzeyde anlamlı bir ilişki bulunmuştur. Stratejik liderliğin dönüşümsel uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutları arasında pozitif yönde orta düzeyde anlamlı bir ilişki saptanmıştır. Stratejik liderliğin yönetsel uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutları arasında pozitif yönde düşük düzeyde anlamlı bir ilişki belirlenmiştir. Stratejik liderliğin etik uygulamalar boyutu ile örgütsel bağlılığın uyum boyutu arasında negatif yönde orta düzeyde anlamlı bir ilişki tespit edilmiştir. Stratejik liderliğin etik uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutları arasında pozitif yönde orta düzeyde anlamlı bir ilişki bulunmuştur. Stratejik liderliğin politik uygulamalar boyutu ile örgütsel bağlılığın özdeşleşme ve içselleştirme boyutu arasında pozitif yönde düşük düzeyde anlamlı bir ilişki görülmüştür. Okul müdürlerinin stratejik liderlik özellikleri ile öğretmenlerin örgütsel bağlılık düzeyleri arasındaki pozitif yönde orta düzeyde anlamlı ilişki olduğu bulgusundan hareketle okul müdürlerinin öğretmenlerin örgütsel bağlılıklarını güçlendirecek stratejik liderlik özelliklerini daha sık sergilemeleri gerektiği ileri sürülebilir. Öğretmenlerin örgütsel bağlılıklarının orta düzeyde olması bulgusu bağlamında okul yapısının daha esnek, kolaylaştırıcı ve katılımcı uygulamalara imkân sağlayacak şekilde tasarlanması, okulda sağlıklı iletişim kanallarının oluşturulması, farklı fikir ve uygulamaların desteklenmesi, öğretmenlerin bütün süreçlere daha aktif bir şekilde katılmasına olanak tanınması, öğretmenlerin öneri ve beklentilerinin dikkate alınması, teşvik edici ödüllendirme sisteminin oluşturulması, öğretmenlerin örgütsel bağlılığını olumsuz yönde etkileyen kişisel ve örgütsel faktörlerin belirlenerek etkilerinin en aza indirilmesine yönelik çalışmaların yapılması gerektiği ifade edilebilir.

*Anahtar Kelimeler:* Stratejik liderlik, örgütsel bağlılık, okul müdürü, öğretmen.