The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction*

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Abstract

Researchers have conducted a number of studies in order to demonstrate the effects of leadership styles on school outcomes. In these research studies, particularly, the full range of leadership styles have been used. The impact of transformational leadership, transactional leadership and laissez faire stated in this model on job satisfaction and organizational commitment of teachers were analysed. In this research study, it is aimed to determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers using the method of meta-analysis. Twelve research findings made in Turkey were analyzed using the method of meta-analysis. The research results showed that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It was concluded that as the leadership style of administrators changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers' rose.

Key Words

Meta-Analysis, Leadership Styles, Transformational Leadership, Job Satisfaction, Organizational Commitment.

Considered as a system of social change and transformation, requirements of organizations is inevitable. It has been suggested that the leadership which will allow the change of organizations is the transformational leadership built on an idealistic, innovative and learning facilitating concept (Çelik, 2003, p. 147).

Transformational leadership

The approach conceptualized by Burns (1978) as transformational leadership aroused great interest of researchers and practitioners (Bass & Riggio, 2006, p. 3). For Burns, an effective leader should be capable of creating societal changes in expressing and defines the transformational leader as a person who takes care of his followers, mobilizes their forces to meet the needs and potential (Burns, 2003, p. 230). The full range model of leadership developed by Bass in later years states that the transformational leadership consists of four components including, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration (Northouse, 2007). *(i)* Idealized Influence: It represents the strong vision and mission determination or transformational leader. Such a leader is a role model for the followers and his behaviors are ideal-

ized by them *(ii)* Inspirational motivation: Transformational leaders identify high goals, create a team spirit, enthusiasm and constantly motivate his followers. Transformational leaders produce original ideas and encourage entrepreneurship as well as starting change in the organization *(iii)* Intellectual stimulation: Transformational leaders motivate their followers to be innovative, analytic and creative. These leaders always encourage their followers on the issues of the discovery of new ideas and the production of creative solutions to problems. *(iv)* Individualized consideration: Transformational leaders, acting as a team coach, take into consideration the desires and needs of the followers, help them to be successful and thrive. In this context, the leader has a special interest of each follower, taking into account individual differences (Bass & Riggio; Lunenburg, 2003; Stewart, 2006, p. 12).

Transformational leadership is thought as a critical approach in terms of organizational innovation in education. Transformational leader supports teachers' intellectual development and also infuses excitement and enthusiasm of transformation (Çelik, 2003). Transformational leaders can create a positive organizational climate, reach goals more easily, and increase the levels of job satisfaction and organizational commitment of stakeholders as a result of motivating followers and paying close attention to them (Deluga & Souza, 1991; Leithwood & Jantzi, 1999; Rowold & Scholtz, 2009).

Transactional leaders identify primarily tasks of the followers, establish the structure, emphasis on planned and scheduled work. Followers are rewarded or punished to achieve organizational goals (Hoy & Miskel, 2010). Dimensions of transactional leadership are (Bass & Riggio, 2006): *(i)* Contingent reward: The primary aim of transactional leader is to achieve organizational objectives. In this context, the leader gives various awards to improve the performance and motivations of his followers. His follower can get the award when fulfilling the mandate. *(ii)* Management –By- Exception: It is applied in two ways, active or passive. If the management is active, leaders correct the mistakes of followers by tracking their performance. If the management is passive, leaders wait until the emergence of errors. These leaders follow performance as problems arise, they pass action to correct them.

Laissez-Faire Leadership

Bass (1990) defines Laissez-Faire as an approach in which there is no leadership, no interaction between the leader and his followers. These leaders do not take care of needs and developments of followers and wish to continue as it is. The leader rejects responsibility, delays decisions, does not provide feedback, and has no effort to meet the needs of the followers (Hoy & Miskel, 2010, p. 396; Northouse, 2007, p. 179). There is a negative relationship between the satisfaction, performance and motivation of followers and Laissez-Faire leadership (Rowold & Scholtz, 2009, p. 45).

Job Satisfaction

Today, the survival of organizations in developing and transforming the world, to reach goals and objectives, is closely related to the quality of its human resources. The individual in organization needs to be happy and be appreciated. To meet these expectations allow people contribute the organization in a positive way as well as feeling satisfied by the organization. An organization where employees are highly motivated, high efficiency and organizational objectives are achieved (Güllü, 2009, p. 44). The organizational efficiency is possible on the condition of teachers' job satisfaction and their willing to act in accordance with the organizational purposes. The level of individual job satisfaction may affect their physical and mental health, the working environment and efficiency with social and economic development.

Ensuring satisfaction of the employees is one of the most important tasks of management. The person who can generate creative solutions within the organization, determine the policies of the institution and make necessary improvements in the regulations is the leader. Transformational leaders increase the level of job satisfaction of employees by developing shared vision, motivating the followers (Voon, Lo, Ngui, & Ayob, 2011, p. 26).

Organizational Commitment

Schools are essential and the most important organizations in the educational system. Schools realize the organizational, educational and administrative purposes. The individual who has high level of motivation and commitment are needed to fulfill the purposes. Literature on approaches to leadership and organizational commitment show that leaders have a great role in raising the organizational commitment of employees (Balay 2000; Buluç, 2009).

Organizational commitment is classified in various ways in the literature. Research and theses produced in Turkey generally use O'Reilly and Chat-

man (1986) classifications in organizational commitment (Buluç, 2009; Kul & Güçlü, 2010; Sezer, 2005; Zeren, 2007). O'Reilly and Chatman (1986) discuss this concept in three dimensions:

Compliance: Compliance is the first stage of commitment. It represents the superficial commitment (Balay, 2000). Individual is in expectation of reward or fear of punishment to fulfill the duties (Bursalıoğlu, 2005).

Identification: Identification of the individual is a double integration with the organization for the things with a sense of value. In identification, individuals accept the effects of others on the rate of self-expression and the opportunity to maintain relation with others (Başaran, 2000).

Internalization: The final stage of engagement. It refers to the mutual harmony of the individual and organizational values. The individual accepts the organization's values and norms as their own, without coercion (Başaran, 2000).

In this research study, it is aimed to determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers using the method of meta-analysis.

Method

Meta-analysis is a method that provides re-interpretations of the statistical data of more than one studies (Cohen, 1988; Lipsey & Wilson, 2001). Meta-analysis is defined as the process of combining the findings of studies conducted on the same topic, independently of each other, expanding the sample to obtain a more reliable and consistent results in the use of statistical methods (Dempfle, 2006, p. 6). Meta-analysis is a brief analysis of analyzes. Researchers state that there are six processing steps of meta-analysis (DeCoster, 2004; Shelby & Vaske, 2008, p. 99). *(i)* Determination of the research problem. *(ii)* Literature review and data collection. *(iii)* Coding of studies. *(iv)* Determination of the statistical methods used in the analysis. *(v)* Meta-analysis. *(vi)* Evaluation and discussion of the findings.

There are two models of meta-analysis; fixed effects model and random effects model (Topçu, 2009). Fixed effects model is based on the assumption that all the studies have the same effect (Küçükönder, Efe, Şahin, & Üçkardeş, 1999). On the condition that the studies are not homogenous using the fixed effects model, random effect model is applied. The change between studies as well as changes in the work are taken into account by this model (Camnalbur, 2008).

One of the most important concept used in the meta-analysis is the concept of effect size. The effect size is the basis of the meta analysis and developed by Cohen (1988). It is defined as the frequency of phenomenon in the population. Relational research data (Pearson correlation coefficient-r) levels in studies using effect size is interpreted as follows (Lipsey & Wilson, 2001):

$0 <$ effect size$\leq 0{,}10$ small effect

$0{,}10 <$ effect size $< 0{,}40$ medium effect

Effect size $\geq 0{,}40$ large effect

In this meta analytic research, the studies analyzing the effects of leadership styles of school administrators on the job satisfaction and organizational commitment are used. The key words, 'leadership styles', 'transformational leadership', ' transactional leadership', 'job satisfaction' and 'organizational commitment' are used. Subject inclusion criteria are:

- A study produced in Turkey between the dates of 01.01.2005 and 31.12.2010.

- School principals' leadership styles and teachers' job satisfaction and organizational commitment relationship analysis.

- Including effect size and sample size necessary for the calculation of Pearson's correlation coefficient (r) values.

Twelve research studies which have the stated criteria and produced in Turkey were used (Appendix 1). Eight of these studies examine the relationship between leadership styles and teachers' job satisfaction and four of them examine the relationship between leadership styles and organizational commitment. In this context, the correlation transformations, effect size, significance, and heterogeneity tests for the "Comprehensive Meta-Analysis" statistical package was used.

Results

The majority of the studies included in the research are made in 2006 (25%) and 2007 (33.3%). Mostly, theses are preferred. According to the fixed effects model, the average effects size values for the relationship between transformational leadership and organizational commitment, and dimensions of identification and internalization are 0,56, 0,48 and 0,55 respectively. For Lipsey and Wilson (2001), these findings show that the effect of transformational leadership on organizational commitment is large. As the transformational leadership behavior of school principals increases, teachers' organizational

commitment increases. On the compliance dimension, it is observed that there is a large but negative relationship (-0,42). Z test was applied to determine the statistical significance of the study and found that all studies were significant statistically ($p<0,01$).

Based on random effects model, the effect size values indicate that there is a large relationship between the transformational leadership, organizational commitment with the dimensions of compliance and internalization (0,58, 0,45). With the result of homogeneity test, the studies analyzed by random effects model are homogenous.

According to the model of fixed effects, the effect size value between the transactional leadership and the dimension of compliance was determined to be 0,13. For Lipsey and Wilson (2001), this value indicates a medium effect.

Based on random effects model, at 95% significance level, the average effect size value was calculated as 0,25. Random effects model meta-analysis concluded that the studies were homogeneous. According to the model of fixed effects, the average effect size between transformational leadership and job satisfaction value is calculated as 0,81. It shows that transformational leadership effects job satisfaction at a large level in a positive way. For the random effects model, the Q value obtained from the chi-square table value (18,31) is not exceeded. This result shows that the studies are homogeneous.

According to the model of fixed effects, the average effect size between transactional leadership and job satisfaction value is calculated as 0,56. For Lipsey and Wilson (2001), this value can be said to be at a broad in a positive way. As the transactional leadership behaviors of school manager increases, the teachers' job satisfaction increases. The result was found significant statistically by applying z-test. For the random effects model, the Q value obtained from the chi-square table value (11,07) is not exceeded. This result shows that the studies are homogeneous.

According to fixed effects model, the average effect size related to transactional leadership and job satisfaction is calculated as -0,15. For Lipsey and Wilson (2001), when the leadership behavior of school managers increases, the level of job satisfaction of teachers increases. The result was found significant statistically by applying z-test. For the random effects model, the Q value obtained from the chi-square table value (9,49) is not exceeded. This result shows that the studies are homogeneous.

Discussion

According to the fixed effects model, the average size effect values which show the relationship between transformational leadership, organizational commitment, the dimensions of identification and internalization are 0,56, 0,48 and 0,55, respectively. In this context, Sezer (2005) states that it is quite important to provide dedication of teachers to school with the dimension of internalization for the administrators who want to use existing resources in the most efficient manner. He also emphasizes the need to develop school principals' transformational leadership behaviors. It is clear that there is a negative correlation between transformational leadership behavior of school administrator and the compliance dimension of organizational commitment of teachers. The reason for this, the compliance dimension of organizational commitment is a superficial expression of loyalty and the first stage of commitment. Because of this there is no need to show such commitment to increase the transformational leadership behavior. However, transformational leadership behavior becomes important for the dimensions of identification and internalization which express a deeper commitment. The findings of the research are consistent with the results of Karip (1998), Korkmaz (2005), Cemaloğlu (2007). For Buluç (2009), school principals' transformational leadership skills could influence employees more easily and direct them to perform organizational goals. In addition, according to the results the study, some dimensions of transactional leadership are needed as well as transformational leadership for an effective school management. A

According to the fixed effects model, the average effect size value for the impact of transformational leadership on job satisfaction was calculated as 0,81. It shows that it is a broad effect in a positive way. According to the research results on the same subject, transformational leaders could raise the level of job satisfaction of followers by motivating followers and showing them close attention (Bryman, 1992; Deluga & Souza, 1991).

The average effect size value related to transactional leadership and job satisfaction was calculated as 0,56. It shows that transactional leadership affects job satisfaction at a broad level and in a positive way. In particular, contingent reward dimension of transactional leadership affects job satisfaction in a positive way and at a broad level. This result is consistent with Cemaloğlu's (2007).

According to the model of fixed effects, the average effect size value for the impact of laissez faire

leadership style on job satisfaction was calculated as -0,15 which is moderate and in a negative way.

In the light of the findings of descriptive and meta-analysis following recommendations for practitioners and researchers were developed:

- It is important to make school administrators aware of transformational leadership in order to increase levels of organizational commitment and job satisfaction. In this context, in collaboration with the Ministry of Education and universities, school administrators should be given on the subject of theoretical and practical seminars.

- The method of meta-analysis which has been used since 1980's became popular in 2000's in Turkey. In this context, master and PhD students might be encouraged to use new methods and techniques.

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Appendix 1./Ek 1.
Araştırma Kapsamına Alınan Çalışmaların Kodlama Tablosu

Çalışma No	Hazırlayanlar (Yazar)	Yıl	Çalışma Adı	Çalışma Türü	Yayımlanma yeri
1	Fevzi SEZER	2005	İlköğretim okulu müdürlerinin sergiledikleri liderlik stillerinin öğretmenlerin örgütsel bağlılığına etkisi	Yüksek Lisans	YÖK
2	Halit ZEREN	2007	İlköğretim okulu müdürlerinin dönüşümcü liderlik sitilleri ile bu okullarda görevli öğretmenlerin örgütsel bağlılığı arasındaki ilişki	Yüksek Lisans	YÖK
3	Bekir BULUÇ	2009	İlköğretim okullarında görev yapan öğretmenlerin örgütsel bağlılık düzeyleri ve okul kültürü algıları arasındaki ilişkinin incelenmesi	Makale	Kuram ve Uygulamada Eğitim Yönetimi Dergisi
4	Murat KUL Mehmet GÜÇLÜ	2007	Okul yöneticilerinin liderlik sitilleri ile beden eğitimi öğretmenlerinin örgütsel bağlılıkları arasındaki ilişki	Makale	Uluslararası İnsan Bilimleri Dergisi
5	Tuncay KOÇAK	2006	Okul yöneticilerinin dönüşümcü liderlik sitilleri ile öğretmenlerin iş doyumu arasındaki ilişki	Yüksek Lisans	YÖK
6	Arif BAŞARAN	2006	İlköğretim okulu öğretmenlerinin algıladıkları liderlik sitilleri ile iş doyumu düzeyleri arasındaki ilişki	Yüksek Lisans	YÖK
7	Ferda AYHAN	2006	Eğitim örgütlerinde öğretmenlerin iş tatmini ile okul yönetiminin lider davranış biçimleri arasındaki ilişkiler	Yüksek Lisans	YÖK
8	Ali GEZİCİ	2007	Yöneticilerin liderlik sitillerinin çalışanların iş tatmini üzerindeki etkileri: Özel eğitim kurumlarında öğretimsel liderlik ve bir uygulama	Yüksek Lisans	YÖK
9	Meryem E. BİLİR	2007	Öğretmen algılarına göre ilköğretim okulu yöneticilerinin dönüşümcü liderlik özellikleriyle öğretmenlerin iş doyumu ilişkisinin incelenmesi	Yüksek Lisans	YÖK
10	Seçkin KARACA	2008	Orta kademe yöneticilerinin liderlik özelliklerinin çalışanların iş tatmine etki üzerine bir araştırma	Yüksek Lisans	YÖK
11	Necati CEMALOĞLU	2007	Okul yöneticilerinin liderlik sitillerinin farklı değişkenler açısından incelenmesi	Makale	Türk Eğitim Bilimleri Dergisi
12	Hasan Basri GÜNDÜZ Aysel DOĞAN	2009	Okul yöneticilerinin liderlik sitilleri ve yaratıcılık düzeyleri	Bildiri	Uluslararası I. Eğitim Araştırmaları Kongresi