

An Investigation of the Relationship between Managers' Effective Leadership Behaviors and Employees' Organizational Commitment Levels

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Abstract The purpose of the present study is to determine the relationship between institution managers' effective leadership behaviors and institution employees' organizational commitment based on the perceptions of employees working in public institutions. The population of the study comprises of institution employees working in public institutions in the province of Amasya in Turkey in 2020. The sample of study consists of 132 institution employees working in public institutions in Taşova district and selected using random sampling method. While independent T test was applied to gender, age, marital status, education level and duration of service in the profession variables, One-way ANOVA test was used for the working duration with the last manager as a variable. LSD test was used to determine differences among groups. The findings of the present study suggest that public institution managers display highly effective leadership behaviors. On the other hand, institution employees' organizational commitment levels are above the average. In terms of the perceptions of employees working in public institutions, a positive correlation was found between institution managers' effective leadership behaviors and institution employees' organizational commitment levels. While there was a significant difference in demographic features such as gender, marital status, level of education, working duration of service in the profession and working duration with the last manager, there were no significant differences in terms of age.

Keywords Leadership, Effective Leadership, Organization, Organizational Commitment

1. Introduction

As the technological changes have gained momentum in recent years, it is becoming more and more difficult for the organizations operating in a constantly competitive environment to be able to sustain their current positions. Their existence largely depends on their capacity to preserve competitive superiority. Being discussed as an important phenomenon in the field of management for years, commitment has never seemed to lose its validity. On the contrary, it has been one of the most studied fields in the existing literature for different professions and yielded different descriptions and perspectives. Whereas the organizational commitment research in the field of organizational behavior dates back earlier times, commitment to work, profession and career have been more popular research topics recently.

Employees' adopting the goals of the organization, their being willing in their efforts to fulfill the activities they will carry out in the direction of these goals and sustainability in their desire for these efforts, that is, organizational commitment of employees has great importance for the organizations. In line with this process, the need for leaders who will make employees a part of the organization and guide them in the direction of organizational goals is increasing. Therefore, the necessity of effective leadership approaches has emerged for today's organizations to be able to be successful and sustain their existence.

1.1. Leadership

Humans are social living beings and thus are inclined to work together as a consequence of communal life style rather than an individual one. This undoubtedly brings

many concepts to the center of human life. In this context, one of the important concepts is leadership as a necessity of the dynamics in social life (Çimen, 2018). Although the definition of leadership is a very old concept, it became a controversial research topic in the 1930s. It is estimated that around three thousand research on leadership had been carried out until 1974. It is thought that this figure exceeded 5000 in the early 1980s. Even though the number of studies on leadership is very high, it has not been understood completely yet, and thus a large number of theories have so far been proposed on the topic (Fetik, 2001).

When the words “leader” and “leadership” are analyzed from an etymological point of view, the word is derived from Anglo Saxon word “lead”, which means road and direction. Leader (lider in Turkish) is defined as a chief, head, guide, advisor or president (Akçakaya, 2010). The word was defined in the written form for the first time in an English dictionary in 1755 as “going in front of a group of people, showing the way”. The word leadership (liderlik in Turkish) first appeared in the Webster American Dictionary in 1828 and was defined as “the status and conditions of the leader” (Güçlü, 2016).

The concept of leadership was associated with different meanings from the past to the present due to its dynamic structure. Therefore, it has many different definitions. While Chaudhry and Javed (2012) define leadership as an ability to impress the followers to achieve a specified goal or aim and guide them towards a specific purpose by bringing followers together, Uysal (2016) defines leadership as a responsibility and privilege of managing employees for a specific goal and vision of an organization at a level of different authority and responsibility. Bass and Riggio (2006) view leadership as a set of skills that enable the subordinates to work in collaboration and skills within the boundaries of the organization for a common purpose.

1.2. Effective Leadership

Leadership is not just a title. Leadership is related to an individual's personality rather than their activities. Being a leader requires making difficult decisions. If an ordinary behavior is exhibited to the viewers, this leader can be neutralized when s/he is about to be liked by everyone. The phrase that leaders are born is not entirely true. There are, of course, some inherent features such as being charismatic. However, many qualities about leadership can be gained at a later time (Krow, 2017).

Effective leadership is characterized by the fact that the viewers are motivated to follow what the leader determines. Successful leaders undoubtedly make people take action. Effective leaders, on the other hand, motivate people to behave in the desired way and move in that direction. Furthermore, effective leaders combine the legal strength of the hierarchical position they have with the natural power provided by the group, use more general supervisory

methods and focus on results rather than activities (Aydın, 1994). Managing people requires a number of personal traits such as leadership, administrative skills and cognitive skills, developing abilities to understand the situation in question and displaying behavior accordingly (Strang, 2003). In other words, it is necessary for the manager to manage human relations successfully and motivate his/her subordinates to make the organizational goals come true (Mintzberg, 1973; Schneider, 2002). Leaders need to apply role power, influence, inspire, act as a mentor and a facilitator. Another result is that effective leadership behaviors can be learned and implemented later. Effective leaders are aware of their own behaviors, characteristics, skills, and recognize themselves, organization, groups and relationships among them [14]. In addition, effective leaders are individuals who understand organizational needs and familiarize themselves with the general management structure [15].

An effective leadership requires passion. Effective leaders' dreams and visions are very broad. Leaders who abuse their charismatic effect by serving only their own interests end up being manipulative rather than being effective. However, intellectual, creative and self-confident leaders who care about social values and possess a high vision, communicative and planning competency can achieve great organizational goals by creating a positive effect on their followers through a high interpersonal communication power [16].

Some common features that effective leaders display are mentioned below [17]:

- Listen to the other actively.
- Make constructive suggestions and accepts constructive suggestions.
- Direct correctly.
- Indicate deadlines.
- Make formal and informal presentations.
- Help viewers to make them able to identify and resolve problems.
- Create examples regarding desired behaviors.
- Appreciate others' contributions.
- Are understanding.
- Support the viewers to exchange ideas.
- Consider conflicts.
- Guides the group in goal setting and decision making processes.
- Can delegate responsibilities.
- Ask the group's questions for being answer.
- Create a productive atmosphere.

On the subject of effective leadership, special behavior categories, especially factor analysis, have been discussed. Theoretical deductions and judgmental classifications were used to describe old studies and classifications. In the classification developed by Yukl [18], there are 14 types of behavior categories under Managerial Practices Scale: planning and organizing, problem solving, clarifying roles and objectives, informing, monitoring, motivating and

inspiring, consulting, delegating, supporting, developing and mentoring, managing conflict and team building, networking, recognizing, and rewarding.

1.3. Organizational Commitment

The growing competition power that institutions have experienced in recent years increases the need for employees' effective participation and efforts. Therefore, organizational commitment has been accepted as one of the important fields in management sciences. Organizational Commitment has so far been defined by researchers in different ways according to the organizational context and the researcher's perspective [21].

Becker [22], one of the first researchers who conceptualized organizational commitment from the perspective of employee-organization relationship, states that one needs to renounce some benefits while passing from one institution to another. Sheldon [23] expresses that in the basis of commitment to an institution, the level of employee's relationship with the goals, norms and values of the organization exists [24].

According to Grusky [25], organizational commitment can be defined as the degree of an employee's commitment to the organization. According to Meyer and Allen [26], organizational commitment represents an employee's psychological approach towards an organization, the relationship between the employee and the organization and an individual's free decision to continue their membership in the organization [27]. Commitment is divided into three sub-dimensions as "emotional", "continuity" and "normative". Emotional commitment means an individual's sentimental commitment to an organization through identifying with the organization and remaining in the organization by his/her will and preference. Continuity commitment is associated with an individual's perceived costs of leaving an organization as the employee makes the decision to remain or leave based on the negativity that they will suffer when they leave the organization or benefits of staying in the organization. Normative commitment refers to the perceived imperative to stay in the organization. It is the fact that an employee remains in an organization with a sense of duty and obligation and develops a compulsory commitment [26, 28]. Employees who feel a strong emotional commitment to the organization will stay since they want to stay in the organization. Those who feel a strong continuity commitment will commit because they need the organization. Finally, those who feel a strong normative commitment will remain as they feel liable to the organization. Emotional, continuity and normative commitment must not be as independent categories of organizational commitment. Instead, they must be considered as overlapping elements of organizational commitment [29]. Thus, employees will experience each of these three psychological constructs at different levels. For

instance, while some employee can feel the necessity and obligation to remain in the organization, others may not be able to feel it, indicating different psychological situations that affect an employee's commitment to the organization [29].

Organizational commitment is described as an emotional relation which consists of an employee's desire and efforts to achieve organizational goals and success. Loyalty, which is a psychological contract signed between employees and the organization, is explained as the degree of internalizing organizational features and adapting to an organizational perspective. Thus, organizational commitment is an employee's desire to stay in the organization by seeing themselves as a part of the organizational structure and adopting organizational goals and values. In short, it can be regarded as the connection between an employee and organization [30].

Organizational commitment is an employee's power to identify themselves with and be interested in a particular organization [31]. It reflects the binding power that encourages individuals to take part in both organizational and individual actions [32]. According to Wright, Chrstensen and Isett [33], it is significantly related to an employee's compassion for and devotion to organizational goals.

Organizational commitment has a significant positive relationship with job performance [32]. This might be one of the reasons why many organizations look for a reasonable balance between an employee's commitment and organizational performance [34].

Factors significantly related to organizational commitment should be considered. Bulut and Culha [35] report that educational motivation, access to education, advantages of education and support for education positively affect an employee's organizational commitment. Jehanzeb, Rasheed and Rasheed [36] also found an important relationship between organizational commitment and the training of the employees.

It is only possible with employees for an institution to be different from other institutions and ensure its continuity. The organization can make the workforce permanent and provide efficiency by ensuring employees' satisfaction. The relationship between the employee and the organization becomes more important as the staff who occupies an important position in the institutions is needed more in the new management perspectives [37].

1.4. Literature Review

1.4.1. Effective Leadership

In a study on effective educational leadership, Niece stated that effective educational leaders differed from other managers in three aspects [38]: 1. Effective educational leaders are compatible. They interact with other employees and do not keep themselves out of sight. They do not isolate themselves from the daily school work and interact

with all individuals in the school frequently. 2. Effective directors maintain their communication with their colleagues at both formal and informal level. 3. Effective educational leaders have managerial practitioners whom they mentor.

Krug [39] found out an important relationship among the dimensions of instructional leadership, defining mission, managing programs and teaching, supervising and supporting teaching, and overseeing students' development and achievement. Blase et al. also observed that effective educational leaders in different regions of the USA were different from other managers at primary, secondary and high schools [38].

Rehman et al. [40] reported in their study that there was a positive relationship between transformational leadership and organizational commitment in terms of leadership styles.

Almutairi [41] concluded that there was a positive significant relationship between the leadership style and organizational commitment as far as the transformational leadership style and employees' emotional commitment are concerned. In a study on leadership dimensions and organizational commitment in 2012, Hulpia et al. [42] concluded that 9% of teachers' organizational commitment is due to differences between schools.

Today, institution managers' educational leadership roles need to possess some basic features such as vision development, leadership, energy development, acting together and communication [43]. Principals should display a high level of performance in improving educational practices and students' success. This is related to the educational practices and rising students' success standards and the principal's leadership behavior [44, 45, 46, 47, 48]. However, Elmore [49] states that many principals today do not acquire technical management skills to be an effective school manager. Many similar research findings suggest that principals' effective leadership behaviors are not sufficient [50, 51, 52, 53, 54, 55].

1.4.2. Organizational Commitment

When studies on the field of education in Turkey are analyzed, it can be observed that different definitions were used for the concept of organizational commitment such as "organizational commitment", "organizational loyalty" or "commitment to the institution". While organizational commitment was expressed by Celep [56] and Saridede [57] as "organizational loyalty", some researchers [58, 59] used the term commitment to the institution". Celep [56] found in his study that teachers who devoted themselves to school displayed a higher performance than expected. Çöl [60] reported that academics' level of education increasing was inversely proportional to their emotional and normative commitment to university.

Özgan [61] found moderate and high level positive and meaningful relationships among teachers' perceptions of

organizational commitment, executive evaluation and conflict management strategies. Saltık, Ünsar and Oğuzhan [62] reported a relationship between organizational commitment and organizational communication. Kıral [63] revealed that teachers had the perception of the highest emotional and lowest level of continuity commitment and perceived the highest transformational and lowest releasing leadership style in principals.

Allen and Meyer [64] concluded that newly recruited employees had a positive effect on organizational commitment after six months. Meyer, Allen and Smit [29] found out that the dimensions of organizational commitment and professional commitment were not independent from each other in a study on nurse education. Bogler and Somech [65] argued that there were significant relationships among teachers' perceptions of empowerment and professional loyalty, organizational commitment and the perception citizenship. Sharif et al. [66] stated that there was a moderate positive relationship between principals' motivation of employees and teachers' organizational commitment levels. Omidifar [67] concluded that there were distinct and positive relationships between principals' leadership styles and teachers' organizational commitment and job satisfaction. Emrahimi, Zinali and Dodman [68] found positive relationships between emotional intelligence and organizational commitment dimensions. Chirchir et al. [69] reported that teachers perceived the principals' transformational leadership styles more than their interactive leadership style and that there was a positive relationship between principals' transformational leadership characteristics and teachers' emotional and loyalty levels, teachers' general loyalty levels being at a medium level. Xiao and Wilkins [70] revealed that students' satisfaction levels regarding academic achievement and social cohesion were related to the instructors' commitment. However, it was also stated that instructors' commitment to students' social adaptation did not affect the students' perceptions of the quality of education. Han, Yin and Wang [71] observed that the skill avoidance goal affects teachers' commitment to the institution positively and teachers' professional commitment negatively. Dahie, Mohamed and Mohamed [72] reported that transformational leadership and interactive leadership had a positive relationships with organizational commitment, each of which positively affects the academics' commitment. Werang and Pure [73] analyzed the opinions expected to affect and improve teachers' commitment in three categories (teachers' personal characteristics, teachers' working conditions and educational policies). It was observed that similar to Turkey, organizational commitment in the world is one of the most popular research topics with different variables up to date. In various studies at different levels, researchers analyzed the relationship of organizational commitment using variables such as "gender, marital status, age, salary level, seniority, branch, educational status" and "professional commitment,

job satisfaction, organizational health, organizational commitment, teacher empowerment, organizational citizenship, leadership styles, emotional intelligence.”

Existing studies in the literature occupy an important place in the institutional management and in determining the employees’ commitment to the institution. The main objective of the present study is to determine the relationship between public institution managers’ effective leadership behaviors and institution employees’ organizational commitment levels.

In this respect, the sub-questions of the present study can be listed as follows:

1. What are managers’ effective leadership characteristics based on to the perceptions of people working in public institutions?
2. What is the organizational commitment level of people working in public institutions?
3. What is the relationship between effective leadership and organizational commitment?
4. Do the effective leadership characteristics of the directors and the organizational commitment levels of the employees differ based on the perceptions of the employees in terms of demographic features (gender, age, marital status, education level, duration of service in the profession and working duration with the last manager).

2. Materials and Methods

2.1. Model

The research was designed with a relational-screening model. According to Karasar [74] and Frankel, Wallen and Hyun [75], screening models are used when a personality traits or some opinions (such as competence, idea, attitude, belief and knowledge) of a small group that is part of a large group are researched and information is collected from a group of people. The relational screening model does not give a real cause-effect relationship, but it allows the other to be predicted if the situation in one variable is known.

2.2. Sample

Research data was collected from 132 people who are working in public institutions and organizations in Taşova, Amasya, Turkey in 2020. The random sampling method was used to determine the research group.

This method is a method that speeds up the research. Because in this method, the researcher chooses a situation that is close and easy to access. This sampling method is often used when the researcher is not able to use other sampling methods [76].

The frequency and percentage distributions depicting the personal characteristics of the group have been

demonstrated:

Table 1. Demographic characteristics of participants

Personel Detail		f	%
Gender	Female	76	57,6
	Male	56	42,4
Age	21-30	48	36,4
	31-40	84	63,6
Marital Status	Married	72	54,5
	Single	60	45,5
Educational Level	Undergraduate	116	87,9
	Graduate	16	12,1
Duration of Service	1-9 years	96	72,7
	10-19 years	36	27,3
Duration with the Last Manager	1-3 years	84	63,6
	4-6 years	36	27,3
	7-10 years	12	9,1

2.3. Instrument and Procedures

In the research, survey technique was used for collecting data. The questionnaire form used in the research consists of three parts. The first section consists of six questions under the name of "Personal Information Form" which includes the demographic variables of the employees. The second part is a scale consisting of a total of nineteen questions prepared under the name of “Effective Leadership Scale of Managers”. And the third section includes a scale consisting of eighteen questions to measure the “Organizational Commitment” levels of the employees. The form, which was developed to collect data in the research, consists of 6 (six) questions to learn the gender, age, marital status, level of education, duration of employment in the profession and the duration of employment with the last manager.

The Effective Leadership Scale, which was conducted to determine the effective leadership behaviors of corporate managers according to the perceptions of the employees of the institution, compiled from different resources by Karakaplan Özer and Akdemir [77], was used.

In order to determine the organizational commitment levels of the institution's employees, the 18-item scale, which Meyer and Allen [26] previously developed to measure organizational commitment, was re-tested by Meyer, Allen and Smith [29]. Items 3, 4 and 5 of the scale, which are three-dimensional: emotional, attendance, and normative commitment, are reverse-coded, and the first 6 questions measure emotional commitment, the second 6 questions continuation commitment, and the last 6 questions measurement normative commitment. The scale prepared in the 5-point Likert scale [“I strongly disagree” (1) “I totally agree” (5)] type; There are six items in each dimension. The change intervals of the answers given to

the scale items were assumed to be equal; Score ranges of the scale: 1.00-1.80 Strongly disagree (1), 1.81-2.60 Disagree (2), 2.61-3.40 Moderately agree (3), 3.41-4.20 Mostly agree (4) and 4.21-5.00 Totally agree (5) It is rated as.

2.4. Data Analysis

The frequency and percentage values of the demographic characteristics of the participants were examined. The normality test was performed to analyze the differences between the participants' opinions and the distribution was found to be normal. Independent T test was used for variables of gender, age, marital status, education level and duration of service in the profession. Parametric One-Way ANOVA test was used to analyze duration with the last manager When the difference was detected as a result of the parametric One-Way ANOVA test, the LSD test, which is a multiple comparison test, was used to detect the difference.

In the study, the Effective Leadership Scale Cronbach's Alpha value was calculated as 81, while the Organizational Commitment Scale Cronbach's Alpha value was calculated as 70.

3. Results

In this part of the research, the findings obtained as a result of the analyzes made are included.

As can be seen from the Table 2, the effective leadership characteristics of the managers and the

organizational commitment sub-dimensions of the employees were above the average according to their perceptions. As a result, it can be said that the employee scores are high.

Table 2. Values of Effective Leadership and Organizational Commitment Sub-dimensions Total Scores

Dimensions	N	\bar{x}	se	min	max
Effective Leadership	132	4,14	0,07	2	5
Emotional Commitment	132	3,29	0,08	1	5
Attendance Commitment	132	3,42	0,09	1	5
Normative Commitment	132	3,26	0,10	1	5

It can be seen from the data in Table 3 that there was a statistically significant difference in effective leadership dimension of the managers according to their perceptions and the effective leadership dimension according to the gender variable independent t test results of the organizational commitment sub-dimensions of the employees ($t = -2,231$, $p < ,05$). According to this result, it can be said that female employees think that their managers exhibit more effective leadership characteristics than male employees.

When we look at Table 4, there was no statistically significant difference between the effective leadership characteristics of the managers and the organizational commitment sub-dimensions of the employees according to the perceptions of the age variable independent t test results ($p > ,05$).

Table 3. Independent T Test Results According to Gender Variable

Dimensions	Gender	N	\bar{x}	sd	se	Independent T Test			
						t	se	F	p
Effective Leadership	Female	76	4,05	0,53	0,06	-2,231	0,08	,949	,024
	Male	56	4,25	0,46	0,06				
Emotional Commitment	Female	76	3,28	0,44	0,05	-0,137	0,05	9,399	,891
	Male	56	3,29	0,23	0,03				
Attendance Commitment	Female	76	3,49	0,48	0,05	1,495	0,10	5,119	,137
	Male	56	3,33	0,73	0,09				
Normative Commitment	Female	76	3,35	0,51	0,05	1,948	0,12	20,28	,054
	Male	56	3,11	0,89	0,11				

Table 4. Independent T Test Results According to Age Variable

Dimensions	Age	N	\bar{x}	sd	se	Independent T Test			
						t	se	F	p
Effective Leadership	21-30	48	4,19	0,47	0,06	0,942	0,09	1,650	,348
	31-40	84	4,10	0,53	0,05				
Emotional Commitment	21-30	48	3,31	0,37	0,05	0,627	0,06	0,004	,531
	31-40	84	3,27	0,36	0,03				
Attendance Commitment	21-30	48	3,41	0,75	0,10	-0,109	0,10	2,432	,914
	31-40	84	3,42	0,59	0,05				
Normative Commitment	21-30	48	3,29	0,79	0,11	0,416	0,12	0,105	,678
	31-40	84	3,23	0,65	0,07				

Table 5. Independent T Test Results According to Marital Status Variable

Dimensions	Marital Status	N	\bar{x}	sd	se	Independent T Test			
						t	se	F	p
Effective Leadership	Married	72	4,19	0,48	0,05	1,297	0,08	2,227	,197
	Single	60	4,07	0,54	0,07				
Emotional Commitment	Married	72	3,34	0,31	0,03	1,720	0,06	3,717	,088
	Single	60	3,23	0,41	0,05				
Attendance Commitment	Married	72	3,20	0,67	0,08	-5,289	0,09	15,34	,000
	Single	60	3,68	0,34	0,04				
Normative Commitment	Married	72	2,95	0,76	0,08	-6,607	0,10	8,715	,000
	Single	60	3,62	0,41	0,05				

Table 6. Independent T Test Results According to Educational Level Variable

Dimensions	Education Level	N	\bar{x}	sd	se	Independent T Test			
						t	se	F	p
Effective Leadership	Undergraduate	116	4,11	0,51	0,04	-1,155	0,13	0,004	,250
	Graduate	16	4,27	0,50	0,12				
Emotional Commitment	Undergraduate	116	3,24	0,32	0,03	-4,096	0,11	5,088	,006
	Graduate	16	3,62	0,46	0,11				
Attendance Commitment	Undergraduate	116	3,43	0,63	0,05	0,741	0,07	9,575	,461
	Graduate	16	3,37	0,18	0,04				
Normative Commitment	Undergraduate	116	3,28	0,73	0,06	1,303	0,18	5,331	,195
	Graduate	16	3,04	0,39	0,09				

Table 7. Independent T Test Results According to the Duration of Service Variable

Dimensions	Duration of Service	N	\bar{x}	sd	se	Independent T Test			
						t	se	F	p
Effective Leadership	1-9 year	96	4,05	0,54	0,05	-3,650	0,08	11,087	,000
	10-19 year	36	4,35	0,34	0,05				
Emotional Commitment	1-9 year	96	3,28	0,40	0,04	-0,419	0,07	2,260	,676
	10-19 year	36	3,31	0,24	0,04				
Attendance Commitment	1-9 year	96	3,39	0,62	0,06	-0,884	0,11	0,230	,378
	10-19 year	36	3,50	0,53	0,08				
Normative Commitment	1-9 year	96	3,27	0,68	0,06	0,328	0,14	4,682	,744
	10-19 year	36	3,22	0,78	0,13				

As seen in Table 5, according to the perceptions of the employees, there was a statistically significant difference between the effective leadership characteristics of the managers and the marital status variable of the organizational commitment sub-dimensions of the employees according to the independent t test results ($t = -5,289 / -6,607$), $p < ,05$). According to this result, single employees showed higher participation than married employees. In this case, it can be said that single employees need the institution and feel compulsory towards the institution.

According to Table 6, according to the perceptions of the employees, there was a statistically significant difference between the effective leadership characteristics of the managers and the educational level variable of the organizational commitment sub-dimensions of the employees according to the independent t test results ($t =$

$-4,096$, $p < ,05$). Accordingly, it can be said that the employees who have a graduate degree stay because they want to stay in the institution by showing higher participation than the employees who have a undergraduate degree.

When Table 7 is analyzed, there is a statistically significant difference in effective leadership dimension according to the perceptions of the employees according to the effective leadership characteristics of the managers and the organizational commitment sub-dimensions of the employees' total duration of service in the profession independent t test results ($t = -3,650$, $p < ,05$). Accordingly, it can be said that employees with 10-19 years of professional service period think that their managers exhibit more effective leadership qualities than employees with 1-9 years.

Table 8. One-way ANOVA Test Results According to the Duration with the Last Manager

Dimensions	Duration with the Last Manager	N	\bar{x}	sd	Groups	Sum of Squares	df	Mean Squares	F	p
Effective Leadership	1-3 year	84	4,09	0,50	Between	0,83	2	,417	1,586	,209
	4-6 year	36	4,16	0,54	Within	33,869	129	,263		
	7-10 year	12	4,36	0,44	Total	34,702	131			
	Total	132	4,13	0,51						
Emotional Commitment	1-3 year	84	3,29	0,36	Between	0,52	2	,262	1,975	,143
	4-6 year	36	3,35	0,40	Within	17,041	129	,232		
	7-10 year	12	3,11	0,08	Total	17,563	131			
	Total	132	3,29	0,36						
Attendance Commitment	1-3 year	84	3,44	0,71	Between	0,88	2	,442	1,222	,298
	4-6 year	36	3,46	0,29	Within	46,691	129	,362		
	7-10 year	12	3,16	0,37	Total	47,576	131			
	Total	132	3,42	0,60						
Normative Commitment	1-3 year	84	3,38	0,79	Between	5,14	2	2,574	5,476	,005
	4-6 year	36	3,14	0,46	Within	60,649	129	,470		
	7-10 year	12	2,72	0,21	Total	65,798	131			
	Total	132	3,25	0,70						

Table 9. LSD Test Results According to the Duration with the Last Manager

Dependent Variable	Duration with the Last Manager (I)	Duration with the Last Manager (II)	Mean Difference	se	p
Normative Commitment	1-3 years	4-6 years	0,232	0,13	,091
		7-10 years	0,658	0,21	,002
	4-6 years	1-3 years	-0,232	0,13	,091
		7-10 years	0,425	0,22	,065
	7-10 years	1-3 years	-0,652	0,21	,002
		4-6 years	-0,425	0,22	,065

According to Table 8, a statistically significant difference was determined in the normative commitment sub-dimension according to the one-way ANOVA test results of the manager's effective leadership characteristics and the organizational commitment sub-dimensions total scores of the employees according to the employee working time variable. ($F = 5,476$, $p < ,05$). LSD test is performed to determine which groups are different and shown in Table 9.

According to Table 8, a significant difference between 1-3 years and 7-10 years in favor of 1-3 years was found in the results of the LSD test, which is the manager working time variable of total scores of normative commitment sub-dimension of employees. Accordingly, people who are

still at the beginning of the working time with the manager can be said to feel more compulsory towards the institution.

4. Discussion and Conclusion

In the present study, the relationship between the institution managers' effective leadership behaviors and institution employees' organizational commitment levels based on the perceptions of the employees working in public institutions was analyzed.

The findings of the present study demonstrated that the employees who participated in the study had a high degree of leadership expectation regarding institution managers'

positive leadership qualities. Employees' effective perceptions of leadership were high. The participants thought that these leaders could guide people within the context of specific objectives and goals, develop new educational strategies, offer a broader horizon, direct employees by showing excitement and enthusiasm, make strategic decisions and possess relevant managerial knowledge and skills [78,79]. In the existing literature, leadership and effective leadership were examined by considering school administrators' leadership skills. [80-87]. This finding contradicts to Cankara [50], Chapman [51], Manges and Wilcox [52], Razi [53], Toker [55], and Elmore [49]. These studies report that effective behavior in leadership is not sufficient, particularly among school principals.

The findings of the present study indicated that the employees displayed a moderate emotional and normative commitment and a high degree of continuity commitment to their organization. Therefore, while employees agreed with their commitment to the institution, their identification with the institution, their stay at the institution by their wish and preference (emotional commitment), their stay at the institution as compulsory (normative commitment) at a moderate level, they agreed with the negativity and benefits of staying at the institution (continuity commitment) at a high level. It is known that employees with a high level of institutional commitment work harder in the organization to achieve institutional goals beyond expectations [88]. In this sense, it can be said that employees who find it valuable to contribute to the success of the organizational goals have a high level of loyalty and emotional commitment. This is considered to affect the quality of their work, i.e. their performance [89, 90]. In a study on Turkish Armed Forces, Özutku [91] reported that participants displayed a moderate level of emotional, continuity and normative commitment to the organization. The findings of this study support the present study. Özgan [61] found moderate to high levels of positive and significant relationships between teachers' perceptions of organizational commitment, executive evaluation and conflict management strategies. Yanık [92] found out that teachers' perceptions of continuity commitment and normative commitment were moderate, while their perceptions of emotional commitment were high. In a study on secondary school teachers and administrators, Yılmaz Doğan [93] reported that teachers' perceptions of emotional commitment were high, whereas their perceptions of continuity commitment and normative commitment were moderate. In another study examining the relationship between organizational health and organizational commitment based on teachers' perceptions, Tan [94] found a medium-level perception of teachers' compliance and identification associated with organizational commitment, and a high perception of internalization. In a different study on teachers and school administrators by Bayata [95], there was a moderate

perception of teachers' compliance with organizational commitment and high perception of internalization and identification. Consequently, the findings obtained from the present study were consistent with the findings of the other studies in the current literature.

According to the findings obtained from the present study, a positive relationship was found between corporate managers' effective leadership behaviors and corporate employees' organizational commitment levels based on the perceptions of the employees working in public institutions. In another study, Karakaplan Özer and Akdemir [77] reported that there was a positively significant relationship between effective leadership and emotional commitment. In other words, positive perceptions of effective leadership are directly proportional to the level of emotional commitment. Kırıl [63] found out that teachers had the highest emotional and lowest level of perception of continuity commitment and that they perceive the highest level of the transformative and lowest level of permissive leadership style in principals. Dahie, Mohamed and Mohamed [72] observed that transformative leadership and interactive leadership had positive relationships with organizational commitment and that each had a positive influence on academic allegiances. In addition, in the current literature, Çöl [60], Saltık, Ünsar and Oğuzhan [62], Allen and Meyer [64], Emrahimi, Zinali and Dodman [68], Chirchir et al. [69], Xiao and Wilkins [70] and Han, Yin, and Wang [71] reported that organizational commitment was positively associated with other variables.

When the relationship between institutional managers' effective leadership behaviors and corporate employees' organizational commitment levels is analyzed based on demographic features, significant differences were observed in effective leadership dimension in terms of the gender variable. This finding indicates that the number of women who think that managers exhibit more effective leadership behaviors is higher than men. In a study, Sesveren [96] found no significant differences between genders in terms of the school managers' effective leadership characteristics. Similarly, Gedikoğlu and Bülbül [97], Dağlı [98] and Tahaoğlu and Gedikoğlu [99] did not find report any gender-related significant differences. Effective leaders play a significant role in school development and the success of reforms at schools. While male participants considered managers more competent in some studies conducted on managers' performances and their leadership duties [100, 101, 99], women found managers more competent in other studies [102, 50, 53]. Şekerci and Aypay [103] revealed a better communication between female employees and their managers. There were no differences in the sub-scales of organizational engagement by gender. When the relationship between group managers' effective leadership behaviors and corporate employees' organizational commitment levels is analyzed based that the perceptions of the employees in public institutions are analyzed, no significant differences

were observed in terms of age, while a significant difference was found in terms of marital status, educational status, continuity, normative and emotional commitment, effective management and duration of service in the profession. A significant difference was observed in the normative commitment in favor of 1-3 years duration of service with the last manager.

In her study, Özutku [91] did not find any significant differences in the sub-dimensions of organizational commitment in terms of age, thus overlapping the findings of the present study. However, the present study contradicts Sesveren [96] and Razi [53]. Karagöz [104], Beşiroğlu [105], Didin [106] and Tosunoğlu [107] reported that teachers' perception of organizational commitment did not differ in terms of marital status. These findings also contradict the results of the present study. Durna and Eren [108] stated that married people had a higher level of commitment compared to single people. Kurşunoğlu et al. [109] did not report any differences in teachers' emotional and continuance commitment levels, whereas normative commitment levels varied, supporting the findings of the present study.

As a result, it can be argued that there is a positive relationship between effective leadership and organizational commitment. Employees consider their managers as efficient leaders. Female employees believe managers display more effective leadership behaviors compared to male employees. It can be said that single employees need the institution and feel compulsory commitment towards the institution. Employees with a graduate degree are more committed to their institutions. Increasing professional seniority tends to lead employees to think that their managers exhibit more effective behaviors in leadership. Those who are at the beginning of their profession feel more compulsory towards the institution.

5. Suggestions

The findings of the present study clearly demonstrated that the managers' behaviors and employee commitment directly interact with one another. The evaluation of employee responses for the scales of organizational commitment and leadership behaviors in a survey in which the level of employee commitment is quite high may be useful for various organizations in terms of maximizing their employee commitment. While these results are conceptually useful, it should be remembered that the commitment as a phenomenon also depends on various different variables. The present study is only a basis for broader future studies on this context. Future studies which will include other factors affecting organizational commitment and different dimensions of organizational commitment in different organizational structures will greatly contribute to the field. The research can be carried

out again by taking different approaches to leadership into account and by selecting different samples.

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