An Evaluation of Directors' Organizational Committment Towards Their Transferable Leadership

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Abstract

The aim of this research is to specify the relationship between primary school directors' leadership behaviors and teachers' organizational commitment. In this regard, the qualitative dimension of the research was formed after interviews with 42 teachers and 12 directors in State primary schools in the 2017-2018 academic year. Meanwhile, a meta-analysis of previous meta-analyses was done to determine the effect size of transferable leadership in terms of various variables.

The qualitative findings were obtained through themes in the light of experts' views. The meta-analysis findings were obtained through CMA (Comprehensive Meta-Analysis) program.

It was found out that, transferable leaders, in qualitative dimensions, were mostly fair and advocated equality, had meetings with teachers to strengthen organizational commitment, spent time doing social activities, exhibited commitment to their schools, were equal and fair to teachers to develop commitment, asked for teachers' ideas and they mostly motivated teachers for organizational commitment.

The findings in the meta-analysis indicated that organizational leadership has a medium-level effect size in organizational commitment.

Keywords: Education; Headmaster, Meta-Analysis, Management, Leadership

Introduction

Oaraganizations are social structures composed of individuals to fulfil predetermined targets. In such a case, organizations need to make use of individual factor, one of the most important factors, in the most effective way to reach their aims and survive in the competitive world (Topaloğlu, 2010). Organizational sustainability is directly related with the servants' knowledge, skills, and concentration on their jobs. However, merely the effort and skills the servants exhibit is not a sufficient condition for organizational sustainability. They have to devote themselves to their duties and the organizations they work for (Gallup Institute, 2013, p. 22). Servants' high-level organizational committment helps development of the organization they work for because they exhibit less absence from work, strike actions, or being late to work compared to those with low-level organizational committment (Golabdost & Rezaei, 2017).

Servants who advocate organizational aims and exhibit more effort than expected to fulfil the aims, help the organization keep up and get ahead accordingly (López-Cabarcos et al., 2015). The servants' values based on professional decisions, behaviors and communication and their judgements related to these decisions and their views related to their work-life is quite important with regard to organizational development (Pehlivan, 2016. P.97).

An individual, by birth, can not exhibit any sound behaviors for the society, but develops, learns culture by education, socializes, individualizes, and becomes a productive part of the society. In short, he becomes responsible for carrying the society ahead. Individuals exhibiting behaviors approved by the society are products of education systems. Directors, teachers, and other servants help educational institutions fulfil their organizational, managerial, and educational aims by practising their knowledge, skills, and behaviors (Iddagoda, Opatha, & Gunawardana, 2016).

Man is the input of educational organizations, but they are not sufficient by themselves to change and make individuals productive through supervising the efforts by directors and teachers. They also

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need staff motivated and devoted to their schools and duties (Safwan et al., 2014).

Success today can be achieved by educated, productive people compatible with organizational targets. These characteristics urge organizations to adapt individual-oriented policies and raise awareness of organizational committments (Donkor & Dongmei, 2018). On the other hand, organizations have a complex structure in which their efficacy can not be considered in a single context. It is commonly agreed that organizational efficacy depends on an effective managerial understanding and qualified leadership. "Leadership" is an important concept with a great role in effective management Austin (2019). Several studies in leadership emphasized that successful managers in leadership exhibited an effective management and took firm steps forward in reaching organizational targets, formed better visions in the betterment of missions. Therefore, the more managers exhibit their leadership, the more they help development of their organizations (Bonde, 2015; Obicci, 2015). In short, it can be assumed that, a manager should also be in the position of a leader to keep the organization effectively and logically active.

"Leadership" concept has been the subject in several researches as one of the major subjects of management sciences. There are studies done in educational management, a sub-branch of management sciences. Leadership studies in educational management aimed at specifying existing leadership behaviors in schools and guiding leadership practices to be followed to achieve more effective education conditions and forming organizations (Aslan & Bakır, 2015).
Leadership behaviors and strategies affect organizational achievements and the followers' values, beliefs, and behaviors. As a result, leadership qualifications of managers of educational organizations are always among the subjects researchers consider. Although several studies have been done in school directors' leadership behaviors and qualities, a common agreement has not yet been reached in this issue.
"Is every manager qualified to be a leader?" is one of the most important questions asked. Hameck (1970) responded to this question saying, "More or less, every leader is a manager, but every manager is not a leader" (Adapt. Madencioğlu et al., 2014).

In a school as an institution, the manager/director and assisant directors are the ones who focus attenion. Leadership and manager concepts are two different concepts usually confused. Leadership is to guide one or more individuals through different treatments. There are two different types of leadership in terms of authority and power. An official leader has an authoritative power on the group. Whereas, an unofficial leader interacts with a group through leadership behaviors. In this respect, alşthough an official leader is a school director, may transfer himself/herself to an informal leadrship by motivating teachers, uniting them around common values and targets (Çelik, 2013, p.147).

An educational leader should, first of all, be well informed and self-developed in every aspect, be able to specify the mission of the school, manage educaion programs and teaching, and provide positive learning environments (Aydın, 2018. p.79).

The Aim

The aim of this research is to specify the connection between primary school directors' teaching leadership and teachers' organizational committments based on their perceptions.

The effect of transferable leadership on organizational committment has been tried to be analysed through face-to-face interview techniques. The aim in this study was to put forth the effect of transferable leadership in primary schools of TRNC on organizational committment based on directors' and teachers' perceptions through meta-analysis and semi-structured interview questions. In order to support the findings, factors affecting transferable leadership were examined through meta-analysis.

Methodolgy
Research Method

When the related studies, transferable leadeship and organizational committment in literature are examined, it is observed that scanning method was preferred to collect data through justified scales. In this study, carried out in TRNC with a small number of participants, field scanning, one of the qualitative metohds, was conducted. After specifying the factors affecting transferable leadership, a meta-analysis method of content analysis technique was conducted to determine the effect levels. Explanations and procedures related to both methods are mentioned below.

The first method was the qualitative research in which the interview technique was used. The interviews can be classified as semi-structured and non-structured. In a semi-structured interview the questions are prepared in advance to collect data (Yates, Clarke, & Thurstan, 2019). This method is neither strict nor flexible like non-structured interviews. It is in between the two. Because of its

being flexible, the researcher conducted the semi-structured interview technique.

Due to the increase in the studies, difficulties were faced in data collection and evaluation processes. It was hard to evaluate the results and suggestions. The ample information obtained needed to be analysed and interpreted again. As Glass (1976) pointed out the findings needed to be summarized, which he called "meta-analysis" method. This method is a process used to reach information after a statistical process, which is widely used in educational sciences and in the field of medicine (Sağlam & Yüksel, 2014). Although meta-analysis is frequently done in researches, Pearson used this method in a quantitative research by comparing the findings in five studies in 1904. Fisher, on the other hand, synthesized the results of different experiments in 1932 and came up with a new method. Similarly, Cochran analysed different studies and developed a new method in 1954. Glass is the scientist who used the meta-analysis method for the first time in the 1970s, in behavioral and social sciences fields, joined the effect sizes quantitatively (Shelby & Vaske, 2008).

The Participants

The participants were volunteer primary school teachers from State primary schools in the 2017-2018 academic year. The data were coded and presented in the thesis so as not to reveal identifications.

The Study Group

A specific sampling method was followed in the study and the group was determined through snowball sampling (Tavşancıl & Aslan, 2001,p.47). The data in the sampling were expected to be collected mostly from teachers and directors in State primary schools in TRNC. Thus, it was commonly agreed that the sampling was suitable for the aim of the research (Tavşancıl & Aslan, 2001, p.21-22). 42 teachers and 12 school directors of State primary schools voluntarily participated and formed the study group. The participant group is shown in Table 1 and Table 2.

Table 1. **Personal İnformation of The Participant Teachers**

Personal information	Characteristics	F	%
Gender	Female	24	57
	Male	18	43
Position in school	Class teacher	22	52
	Subject teacher	12	29
	Pre-school teacher	8	19
Last graduated	Atatürk Teacher Academy	29	69
	Post-graduate	7	17
	University	6	19
Age	21-25	1	2
	26-30	4	10
	31-35	11	26
	36-40	15	35
	41-45	4	10
	46-50	7	17
Length of service	1-5 yrs	1	2
	6-10 yrs	4	10
	11-15 yrs	11	26
	16-20 yrs	15	35
	21-25 yrs	4	10
	26-30 yrs	7	17

Data Collection Process

The data was collected between 06 April- 30 June, 2018 from teachers and directors through 25-minute interviews at their convenience in a comfortable environment.

For the meta-analysis stage, the articles written in the last 10 years in Web of Science, Google Academic, and Scopus data bases under titles "transformational leadership" and "organizational committment" were scanned on 20.03.2018. At the end of the scanning 310 data were reached, 255 of which were not related with the subject. Upon examining 55 more articles, it was seen that 42 were not related with the research subject and method. The rest 13 articles were examined by experts and agreed that they were not suitable for meta-analysis.

Parallel to the research question, experts in

meta-analysis were consulted and the related meta-analyses were reached. In order to analyse the meta-analysis, the terminologies "transformational leadership", "organizational committment", and "meta-analysis" were studied on Google Academics on 13th July, 2018, after which 10 resources were reached. 4 were irrelevant, therefore an analysis was carried out with six resources. Correlation coefficiencies were calculated to specify the level of relationship.

Table 2. **Personal İnformation of The Partic946pant Directors**

Personal information	Characteristics	F	%
Gender	Female	3	25
	Male	9	75
Position in school	Director	9	75
	Asst. Director	2	16,7
	Responsible teacher	1	8,3
Last graduated	Atatürk Teacher Academy	3	25
	Post-graduate	7	58,3
	University	2	16,7
Age	31-35	0	0
	36-40	1	8,3
	41-45	2	16,7
	46-50	2	16,7
	51-55	6	50
	56-60	1	8,3
Length of service	6-10 yrs	0	0
	11-15 yrs	1	8,3
	16-20 yrs	0	0
	21-25 yrs	4	33,3
	26-30 yrs	2	16,7
	31-35 yrs	5	41,7

Data Collection Tools

In order to find an answer to the subject question, directors and teachers were interviewed. The content validity of the interview forms were confirmed by two experts. Due to content simlarities, some questions were either excluded or combined upon the feedback from the experts and some were changed for clarity and the form was finalized. The form was piloted by two directors and two teachers for clarity and comprehensibility. The recordings were later put into written form and controlled by an expert and the validity of the questions was approved. This was followed by data collection process. The data were subjected to content analysis in four sections.

Coding the Data

A telephone was used in recording during the interviews and the voices were analysed. In order not to make any errors, every line was numbered and the interview documents were formed. The documents and voices were tested by experts for any errors and missing parts . After finalizing the documents, the data were examined, the meaningful sections were specified, named and coded. These codes were the keys to the

examination and rearrangement of the data. Following this, the coding keys and interview documents were read by experts. The "agreed" and "disagreed" issues were reconsidered, necessary corrections were made and agreed on.

The reliability of the study was calculated by the formula suggested by Miles and Huberman (1994) and the average was found as %89. Any research with a reliability rate over %70 is accepted reliable (Miles & Huberman, 1994, p.278). The average found indicates the reliability of the results in this research.

In the second analysis stage of the research, the a descriptive analysis of the studies was done followed by the meta-analysis of the meta-analyses through two different models (Field, 2001; Dinçer, 2014, p.3). The primary step in the research was the examination of "transferable leadership" and "organizational committment" titles in Scopus, Web of Science, and Google Academic in the last five years, but sufficiet information related to the topic was not reached. Therefore, a meta-analysis of the current meta-analyses was done. The meta-analysis results were reached on Google Academic. 2 meta-analyses are needed for this meta-analysis. It was agreed with the expert that 6 meta-analyses

were sufficient. The correlation coefficiencies are important results in specifying the effect-sizes. The effect-sizes of correlation coefficiencies were calculated through the CMA (Comprehensive Meta-Analysis) program. The reason for the use of correlation coefficiencies was to specify the average effect-size and homogeneity through unifying the findings. The effect-sizes are as in the Table below, classified as "d" for Cohen's and "g" for Hedges's (Dinçer, 2014, p.33).

Interpretation of effect sizes in terms of their correlation coefficiencies
- -0.15<effect coefficiency (g or d) < 0.15 unimportant effect level
- 0.15<effect coefficiency (g or d) < 0.40 low level

effect
- 0.40< effect coefficiency (g or d) <0.75 medium level effect
- 0.75<effect coefficiency (g or d) <1.10 wide level effect
- 1.10<effect coefficiency (g or d) <1.45 quite wide level effect
- 1.45<effect coefficiency (g or d) high level effect (Dinçer, 2014, p.33).

In the Table above, the effect sizes were determined according to correlation coefficiencies. In this regard, the higher the effect size is, the more it will affect the dependent variable. In short, the value of effect coefficiency shows the connection between two variables.

Table 3. **Themes Related to Transferable Leadership Characteristics and Descriptive Statistics in The Distributions**

Transferable leadership characteristics	Themes *	Teacher		Director	
		f	%	F	%
	Equitable and fair	23	17,4	5	17,1
	Guiding	14	10,6	0	0
	Motivating	12	9,1	0	0
	Persuasive	11	8,3	2	6,9
	Caring	11	8,3	4	13,8
	Inspiring	8	6,1	0	0
	Creative	7	5,3	1	3,5
	Helpful	7	5,3	0	0
	Concerned	7	5,3	0	0
Exhibits	Modelling	6	4,5	4	13,8
	Helpful in fighting problems	6	4,5	0	0
	Creating collaborative work environments	6	4,5	4	13,8
	Encouraging	6	4,5	1	3,5
	Acquiring moral and cultural values	2	1,6	0	0
	Communicating effectively	1	0,8	0	0
	Behaving systematically	1	0,8	0	0
	Assigning responsibilities	1	0,8	0	0
	Have a vision	0	0	3	10,3
	Forming learning organization	0	0	1	3,5
	Trusting	0	0	3	10,3
	Making common decisions	0	0	1	3,5
Doesn't exhibit	Never	3	2,3	0	0
TOTAL		132	100	29	100
TOTAL		132	100	29	100

*Some participants expressed more than one theme. Thus **the** total frequency teacher was 132 and director was 29 (Teacher n=42, Director n=12).

In the first dimension of the research, a big majority of both teachers and directors agreed that the directors had transferable leadership characteristics advocating that they were equitable and fair. In the light of these findings, it is suggested that the activities done the current system in schools in TRNC, such as school activities, subject distribution, duty rosters, task distribution, and the

concept of equality and fairness, a combination of all these activities, should be considered. An unequal behaviour by the director or siding more with some teachers, will cause mistrust in the directors, which is a crucial point interms of transferable leadership.

Dimension II. Findings revealing the activities done in schools by school directors to maintain and develop organizational committment.

Table 4. **The Themes and Descriptive Statistics in The Issues in Dimension II**

Maintaining and Developing Organizational Committment	Themes	Teacher		Director	
		F	%	F	%
	Informs staff at meetings	14	12,8	5	15,6
	Motivates/buys equipment	13	11,8	1	3,1
	Spends time socializing	13	11,8	9	28,1
	Provides resources	10	9,1	0	0
	Restores school building	9	8,2	0	0
	Respects thoughts and feelings	9	8,2	0	0
	Attentive to teachers' thoughts	9	8,2	1	3,1
Exhibits	Communicates with staff	5	4,6	1	3,1
	Guides and solves problem	5	4,6	1	3,1
	Flexible with programs and plans	4	3,6	0	0
	Cares about staff	4	3,6	0	0
	Communicates in common tasks	3	2,7	4	12,5
	Makes common decisions	2	1,8	2	6,3
	Welcomes criticism	2	1,8	0	0
	Exhibits feeling of trust	2	1,8	0	0
	Provides observation excursions	1	0,9	0	0
	Flexible in leaves	1	0,9	0	0
	Transfers value and inspiration	1	0,9	0	0
	Cares about organizational culture	1	0,9	0	0
	Protects vision and mission of school	1	0,9	0	0
	Makes offers on special days	1	0,9	2	6,3
	Deals with teacher problems	0	0	3	9,4
	Acts with others	0	0	2	6,3
	Approaches with love and respect	0	0	1	3,1
Doesn't exhibit	Never interested	0	0	0	0
	TOTAL	110	100	32	100

Teacher n=42, Director n=12. Some participants explained more than one theme.

Table 5. **Themes Related to Developing Organizational Commitment in Schools and Their Descriptive Statistics**

Exhibiting Organizational Committment	Themes	Teacher		Director	
		F	%	F	%
	Committment to school	16	24,6	6	30
	Interest in every school subject	11	16,9	0	0
	Defining vision and mission	10	15,3	5	25
	Motivating teachers	5	7,7	1	5
	Developing teachers' committment to schools	5	7,7	2	10
	Being integrative	3	4,7	0	0
	Creating a friendly communication environment	3	4,7	0	0
	Improving teachers' qualifications	3	4,7	0	0
	Being fair and equal	2	3,1	0	0
	Exhibiting model behaviors	2	3,1	2	10
	Forming a democratic environment	1	1,5	1	5
	Increasing the quality of education	1	1,5	0	0
Exhibits	Arranging meetings	1	1,5	0	0
	Prioritizing moral values	1	1,5	0	0
	Working in collaboration and cooperation	1	1,5	0	0
	Providing a peaceful school environment	0	0	1	5
	Attending in-service training and seminars	0	0	1	5
	Self-dev elopment (M.A – Ph.D)	0	0	1	5
Doesn't exhibit	Never exhibits	0	0	0	0
	TOTAL	65	100	20	100

* Some participntas commented on more than one themes. Therefore, the total frequency teachers were calculated as 65 and directors were calculated as 20 (Teacher n=42, Director n=12).

A big majority of teachers admitted that their organizational committment increased on condition that they are informed while having meetings. The reason for such a belief is because their views are considered and they feel a part in making decisions, which helps them adapt every activity within the organization and become more committed.

In this dimension, on the other hand, directors, contrary to the teachers' views, argued that social activities developed organizational commitment. They emphasized that they tried to strengthen the bond among teachers through social activities.

Dimension III: Findings to do with definitions teachers and directors of directors' exhibiting organizational committment

In the third dimension of the study, both teachers and directors stated that managers exhibited committment to their schools in terms of organizational committment. At this point, an outsider can clearly observe the managers' committments to schools, their effort, and their try for their schools. In schools where the number of teachers is low, directors and teachers are like a family, which is a big positive factor in raising organizational and school committment.

IV. Dimesion: Reveals findings reflecting both teachers' and school directors' views abojut school directors' efforts in developing organizational committment.

Table 6. **Reflects Themes and Descriptive Statistics of The Distributions Related to Developing Organizational Commitment in Schools**

Characteristics of organizational committment	Themes	Teacher		Director	
		F	%	F	%
Exhibits	Equitable and fair	17	18,5	5	13,9
	Welcoms teacher views	13	14,1	7	19,5
	Cares about teacher problems	12	13,1	2	5,5
	Communicates	12	13,1	3	8,3
	Flexible with programs	9	9,9	0	0
	Organizes teams	5	5,4	1	2,8
	organize organizations	5	5,4	5	13,9
	Works together	3	3,2	0	0
	Develops vision and mission	3	3,2	0	0
	Makes decisions together	3	3,2	3	8,3
	Motivates teachers	3	3,2	2	5,5
	Fair in assigning tasks	2	2,2	1	2,8
	Has ethics	1	1,1	0	0
	Awards	1	1,1	1	2,8
	Creates financial sources	1	1,1	0	0
	Meets equipment needs	1	1,1	1	2,8
	Makes systematic plans	1	1,1	1	2,8
	Arranges meetings	0	0	1	2,8
	Encourages	0	0	2	5,5
	Models	0	0	1	2,8
Doesn't exhibit	Never exhibits	0	0	0	0
TOTAL		92	100	36	100

*Some participants expressed more than one theme. Therefore, total frequency teacher was calculated as 92and directors 36. (Teacher n=42, Director n=12).

The fourth dimension of this sudy examined directors' efforts to develop organizational committment in schools. The teachers emphasized that organizational committment could be developed only when directors were fair and treated everybody equally. On the other hand, the directors explained that organizational committment could be developed when teachers' views were considered.

When the views by both parties are overviewed, it can be said that equality and fairness bring about democracy, in which teachers' views are considered. In a democratic environment ideas by both parties are closely related.

Dimension V: Findings related to the effects of transferable leadership on teachers' organizational committment

Table 7. **Themes and Descriptive Statistics of The Effects of Directors' Transferable Leadership on Teachers' Organizational Committment**

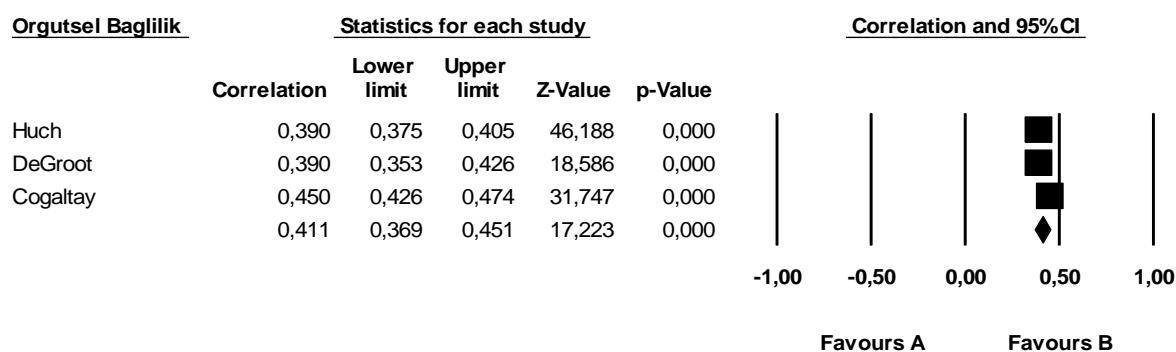| Transferable Leadership - organizational committment	Themes	Teacher		Director	
		F	%	F	%
	Motivates	24	28,6	9	23,8
	Provides comfort	14	16,6	4	10,6
	Increases performance	10	11,9	1	2,6
	give a sense of ownership	8	9,5	0	0
Exhibits	Committed to the organization	7	8,3	2	5,3
	Appreciates	5	5,9	1	2,6
	Behaves effectively and productively	4	4,8	2	5,3
	Communicates effetively	4	4,8	3	7,9
	Develops himself	3	3,6	1	2,6
	Fair	1	1,2	1	2,6
	Moral values	1	1,2	1	2,6
	Helps unity	1	1,2	1	2,6
	Collaborates	1	1,2	0	0
	Balancing factor in school	1	1,2	0	0
	Cares about staff	0	0	3	7,9
	Defines school vision	0	0	2	5,3
	Includes teachers in making decisions	0	0	2	5,3
	Persuades	0	0	1	2,6
	Inspires	0	0	1	2,6
	Indıvidual support	0	0	1	2,6
	Provides a safe environment	0	0	1	2,6
	Equitable and fair	0	0	1	2,6
Doesn't exhibit	Never	0	0	0	0
	TOTAL	84	100	38	100

*Some participants epressed more than one theme. Therefore, the total frequency teacher was calculated as 84, director 38 (Teacher n=42, Director n=12).

The participants expressed their views about the subject question in Dimension 5 saying that the directors were mostly motivating, which, they added, was a key factor in teacher motivation. Transferable leadership is a fortune for the servants. Individuals with high motivation exhibit positive behaviours towards their organization.

Dimension VI: Findings revealing the effects of transferable leadership on organizational committment

Meta Analysis

Orgutsel Baglilik	Statistics for each study					Correlation and 95%CI
	Correlation	Lower limit	Upper limit	Z-Value	p-Value	
Huch	0,390	0,375	0,405	46,188	0,000	
DeGroot	0,390	0,353	0,426	18,586	0,000	
Cogaltay	0,450	0,426	0,474	31,747	0,000	
	0,411	0,369	0,451	17,223	0,000	

-1,00   -0,50   0,00   0,50   1,00

Favours A   Favours B

Meta Analysis

Conclusion and Suggestions
Results

Dimension I: Results to do with teachers' and directors' definitions of transferable leadership.

The teachers and directors agreed on the importance of equal and fair behaviors by school directors in terms of exhibiting transferable leadership.

Due to the system in primary schools in TRNC, the directors face difficulties in practising equality and fairness. The directors need to be fair as much as they can to minimize the inequity in the number of subjects, teachers' wages etc. With these injustice in the current system, teachers and directors mostly emphasized the need for transferable leadership and fairness. In their studies Sarros, Cooper & Santora (2008), Okçu (2014) and Aslantaş & Pekdemir (2007) reached positive findings related to the effect of equality on organizational committment.

Dimension II: The results related to the activities carried out to achieve organizational committment and development in schools by school directors.
The teachers raised views about the subject question saying that meetings should be organized to inform the involved. The director, on the other hand, pointed to the necessity for spending time in social activities.

The teachers admitted that when they were informed in meetings and their opinions were asked, they feelt more committed to their schools. Kırel, in a study in 2001, mentioned about meetings for better communication to develop the organization. Kaygısız (2012) found out in a study that organizational committment is developed when directors involve teachers at meetings in making decisions. The directors, on the other hand, stressed that teachers spent more time in social activities. Arslan & Günay (2015) did a study with P.E (Physical Education) teachers and stated that these teachers did outdoor activities as well, which indicate that they spare time for social activities. For these teachers, as they express, time spent for social activities helps them consolidate friedships and develop organizational committment.

Dimension III: The findings in teachers' and directors' views about directors' way of exhibiting organizational committment.

Related to the subject question in Dimension III, both teachers and directors expressed views that school directors were mostly devoted to their schools. The findings by Meyer & Allen (1991); Çoğaltay, Karadağ & Öztekin (2014) in their studies support the findings in this study.

At this stage, it can be assumed that both bodies agree that organizational devotion and committment is achieved when the involved care more about schools.

Dimension IV: Findings related to directors' efforts in developing organizational committment in schools

The participant teachers expressed positive views about the subject question in Dimension IV saying that dirctors exhibited equal and fair behaviors. Santora (2008); Okçu (2014), and Dulkadir (2017) reached similar findings in their studies.

The directors, on the other hand, stated that teachers' views in developing organizational committment were taken into consideration. Çelik (1998) mentioned about Jantzi's and Leitwood's (1996) study in transferable leadership behaviors in 6 dimensions, in one of which the importance of teachers' individual needs were taken up. It can be observed that the finding in this study matches with this expression.

The teachers' statements may have the feeling that fair and equal behavior will make them satisfied, so they will trust their director which will contribute to their organizational commitment. The directors bvelive that involving teachers in the responsibilities and activities in schools will strengthen their organizational committment.

Dimension V: The findings related to the effects of transferable leadership behaviors on teachers' organizational commitment

Responding to the subject question, both teachers and directors expressed positive views and admitted that school directors were motivating. In their studies, Korkmaz (2011); Dunn, Dastoor & Sims (2012); Thamrin (2012); Çoğaltay, Karadağ & Öztekin (2014; Gündüz (2015) and Dulkadir (2017) found out that motivation and organizational committment are closely connected and had a directly proportional effect on each other. Çelik (1988) argued that directors with transferable leadership chatacteristic expected a high performanmce from their staff. This argument supports the findings in the subject question in this study.

Directors with transferable leadership characteristics are always close to their staff and act together, which is a factor in raising motivation. Naturally, in such a situation, teachers' organizational commitment is affec ted positively.

Dimension VI: Findings related to the effect of transferable leadership on organizational committment

Considering the effect-sizes of the previous studies done in this field in the world the effect-size

was calculated as average level. However, DeGroot, Kiker & Cross (2000) with 0.39 and Hoch, Bommer & Wu (2016) with a 0.39 correlation values specified a low-level effect-size. Çelik (1998), did not specify any contradictions between transferable leadership and organizational committment. Contrary to the findings in this study, Çoğaltay, Karadağ & Öztekin (2014) specified a 0.45 correlation value and pointed to an average level connection.In the qualitative section of this study, it can be said that directors' transferable leadership behavior affect teachers' organizational committment.

Suggestıons

In the light of the findings in this research, the following are suggested for the development of organizational committment on the involved in transferable leadership;

- The directors should be given in-service training equality and fairness and be assured that their staff can be directed easily
- All the staff should be involved in school activities
- Meetings should be held and the treachers should be well informed about every event in schools
- Organizational committment should firstly be exhibited by the director as a model for the teachers
- The directors should exhibit transferable leadership behaviors to expect respect from the staff
- The directors should exhibit transferable leadersip for teachers' job and leadership satisfaction
- Through in-service training, the directors should be informed about the importance of transferable leadership
- Activities should be organized to raise teachers' motivation, which helps strengthen organizational committment
- The directors should be provided with the opportunity for self development and, in cooperation with the Ministry of National Education and Universities, the directors should be eligible for post-graduate and Ph.D studies
- Similarly, the teachers as well should be encouraged and provided with opportunities for post-graduate and Ph.D studies
- The deficiencies in directors' transferable leaderships should be observed by the Ministry of National Education and shortages should be dealt with

- In-service training sessions should be organized to increase the level of organizational committment of teachers.
- The supervisors of the Ministry of National Education should communicate with the school directors and provide necessary support
- In the light of meta-analysis findings, directors should be more caring about organizational committment, job satisfaction, leader satisfaction, and trust
- In the light of meta-analysis findings, the staff should raise performance, emotional, intelligence and the dimensions of organizational citizenship.

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