

The Relationship Between Teachers' Perceptions of School Principals' Emotion Management Competence and Teachers' Organizational Commitment

¹Kaan ÇÖMRÜ

²Yaşar YAVUZ

Abstract

In the study, it was aimed to determine the relationship between school principals' ability to manage emotions and teachers' organizational commitment. As a result of the research, it was determined that there is a positive and moderate relationship between teachers' organizational commitment and school principals' ability to manage emotions.

Keywords: *Emation, Emation Management, Organization, Organiztional Comminment*

¹Kaan Çömrü, Education Manager, Branch Manager, Serinhisar District Directorate of National Education, Denizli

Email: kaancomru385@hotmail.com

²Yaşar Yavuz , Ph. D. Faculty Member, Faculty of Education, Educational Administration and Supervision, Dokuz Eylul University, Izmir

Email: yavuz04@hotmail.com

Recommended Citation: Çömrü, K., Yavuz, Y.,(2023). The Relationship Between Teachers' Perceptions of School Principals' Emotion Management Competence and Teachers' Organizational Commitment. *Journal of Educational Leadership and Policy Studies*, 7(2)

Introduction

People needed to combine their powers and actions on a common goal in order to achieve the goals they have set (Aydın, 2018). This situation led to the emergence of the concepts of organization and organizational commitment (Gönen, 2016). The organization is the structure that emerges to achieve a specific purpose (Dönmez, 2018). Organizational commitment is the individual's integrating himself with the organization and having a strong sense of desire to continue his existence in the organization (Guzel, 2009). According to Schwenk (1986), it is the employee's willingness to work with the same performance without expecting rewards or punishments.

The term emotion is defined as “the impression created by certain objects, events or individuals in the inner world of a person” (TDK, 2019). Emotion management, on the other hand, is to take the necessary measures so that emotions do not control the mind, to recognize and analyze emotions, to take conscious steps to deal with them effectively, to make the subconscious emotions harmless, and thus to live in the moment (Çeşitçiöğlü, 2003).

Schools are organizations where educational and instructional goals are realized. The most important task in the realization of these goals falls on the teachers. Teachers have an important place in the system due to the role they play in increasing the quality of the education system, so it is necessary to determine the factors that will lead them to success in order for teachers to show the desired qualities expected from them (Söğüt, 2018). It is thought that organizational commitment and emotion management come first among these elements.

The Ministry of National Education tries to solve the quality problems in the education system by making structural changes (Balay, 2000). It can be interpreted that the quality problems of the education system and the organizational commitment of the teachers, who are the most important actors of the education system, have a significant effect. In order to increase the quality of the education system, it is thought that teachers' organizational commitment should be increased by considering their emotional state. In this context, it can be concluded that teachers who are devoted to the school organizations they work with will increase the quality of education in their schools.

Educational organizations have been managed with a classical management approach for a long time. The fact that the classical management approach prioritizes the organization instead of the individual has caused the human characteristics of the employees of the organization to be ignored (Bursalıoğlu, 2010). As a result of the classical management style, teachers' work efficiency was prioritized and teachers' feelings were ignored. Since educational institutions are places where intense human relations are experienced, this situation results in teachers reflecting their feelings to their work and in this context, affecting the efficiency of teachers (Ural, 2001). Relationship skills must also be demonstrated. In this context, it can be interpreted that school administrators' ability to manage emotions and teachers' ability to manage emotions will reflect positively on teachers' organizational commitment. As a result, the subject of the research was determined as the relationship between school principals' ability to manage emotions and teachers' organizational commitment according to teachers' perceptions.

Educational institutions have a very important place for the future of our country to be based on solid foundations. Organizations established in a country in line with laws and regulations and serving the country fulfill their functions through individuals trained by educational institutions (Yavuz, 2020). In this context, it is thought that organizational commitment understanding of organizational employees should be developed through educational institutions. The efficiency of the organizations is ensured by the transfer of the skills and knowledge of the employees to their jobs in a motivated way. In order for the outputs obtained from the organization as a result of production to be of the desired quality, the commitment of the employees to their organizations is important as well as the competence of the employees regarding their jobs. Employees' approaches to their work also affect their organizational continuity and work-related developments (Balay, 2000). When organizational commitment is evaluated in the administrative dimension, it is thought that the ability of organizational managers to understand and filter the emotions of employees will positively affect their organizational commitment. Organizational employees should not be evaluated independently of their feelings at work. Educational institutions are at the forefront of organizations where human relations are intensely experienced. It can be concluded that the emotions of teachers in schools where human relations are intensely experienced will also affect their organizational commitment. For this reason, school administrators should have the skills to manage teachers' emotions. It is thought that the ability of school administrators to manage teachers' emotions will significantly affect teachers' organizational commitment. For this reason, the aim of the research was determined as the relationship between teachers' perceptions of school principals' ability to manage emotions and teachers' organizational commitment.

The problem of this research was determined as “The Relationship between Teachers' Perceptions of School Principals' Emotion Management Competence and Teachers' Organizational Commitment. The sub-problems that explain the problem are given below;

1. What are teachers' perceptions of their organizational commitment?
2. What are the teachers' perceptions about the school principals' ability to manage emotions?
3. Teachers' perceptions of school principals' ability to manage emotions; Does it differ significantly by branch?
4. Is there a significant relationship between teachers' perceptions of school principals' ability to manage emotions and their organizational commitment?
5. Do teachers' perceptions of school principals' ability to manage emotions predict their organizational commitment?

Method

The model of this research is the relational survey model, one of the quantitative research methods. The survey model is a research model that deals with an existing situation as it exists

with an objective approach. The people and situations that are the subject of the research are handled without any interpretation as they are in their own conditions (Karasar, 2018). It shows that certain parts of the change detected in one of the variables examined may be caused by the

other examined variable in the relational survey model, in which the existence or degree of the relationship between these situations is questioned by collecting data on situations with two or more features (Can, 2018). The relational survey model is a research model that aims to reveal the change between two or more variables and the degree of this change (Karasar, 2018). While the dependent variables of the study were determined as teachers' organizational commitment levels and school principals' emotion management competence levels, the independent variable was determined as branch.

The Research Design

The population of the research consists of 4216 State Primary and State Secondary School teachers working in Merkezefendi and Pamukkale districts of Denizli Provincial Directorate of National Education in the 2021-2022 academic year. The sample of the study consists of 483 teachers determined by proportional cluster sampling method. The distribution of the sample group according to seniority and branches is given in Table 1.

Table 1. Distribution of the Sample Group by Seniority and Branches

Seniority	n	%
1 – 10 Year	118	24,4
11 – 20 Year	181	37,5
21 – Over the top	184	38,1
Total	483	100,00

Branch	n	%
Classroom Teacher	153	31,7
Science	60	12,4
Liberal Arts	55	11,4
Linguistics	91	18,8
Arts and sports	42	8,7
Other	82	17,0
Total	483	100,00

According to Table 1, % 24.4 (n=118) 1-10 years, % 37.5 (n=181) 11-20 years, % 38.1 of the sample of the research according to the seniority of the teachers. (n=184) consists of teachers who have 21 years of seniority. According to the branches of the research sample, % 31.7 (n=153) classroom teaching, % 12.4 (n= 60) Science, % 11.4 (n= 55) social sciences, % 18, Eight (n= 91) of them are linguistics, % 8.7 (n=42) are arts and sports, and % 17.0 (n=82) are other branch teachers.

Data Collection Process and Tools

In this study, "Organizational Commitment Scale" and "Emotion Management Scale in Terms of Management Processes" were used as data collection tools.

Organizational Commitment Scale

The “Organizational Commitment Scale” developed by Meyer, Allen and Smith (1993) and adapted into Turkish by Dağlı, Elçiçek and Han (2018) has three dimensions: affective commitment, continuance commitment and normative commitment. The variance explained by the scale is % 52.719, reliability. coefficient is 0.88. In this study, it was determined that the NFI (0.95), RFI (0.97), CFI (0.97) and IFI (0.97) indexes of the Confirmatory Factor Analysis results for the Organizational Commitment Scale were greater than 0.90. RMR (0.056) and RMSA (0.074)

values were found to be less than 0.10. These results show that the indices are acceptable (Hu & Bentler, 1999).

Emotion Management Scale in Terms of Management Processes

In the research, a scale consisting of 40 items developed by Akçay and Çoruk (2012) was used in order to measure the emotion management behaviors of school administrators in terms of management processes from the perspective of teachers. Five-point Likert type rating was used in the scale. The scale consists of 6 dimensions: "Decision Making", "Planning", "Communication", "Organization", "Coordination" and "Evaluation". In the reliability test conducted by Akçay and Çoruk (2012), the Cronbach's alpha coefficient was determined as 0.982 for the overall scale. In this study, it was determined that the NFI (0.99), RFI (0.99), CFI (0.99) and IFI (0.99) indexes of the Confirmatory Factor Analysis results for the scale were greater than 0.90. RMR (0.029) and RMSEA (0.081) values were found to be less than 0.10. These results show that the indices are acceptable (Hu & Bentler, 1999).

Analysis of Data

In the research, arithmetic mean and standard deviation from number, percentage and agglomeration-dispersion measures were used for descriptions. The data were tested at % 95 confidence interval and ($P < 0.05$) significance level. The skewness and kurtosis tests of the data were calculated and according to the measurements obtained, it was determined that they were suitable for statistical analysis. The sub-problems of the research were solved with the "t-Test and Anova (F) Test" when parametric conditions were met, and Kruskal Wallis H and Mann-Whitney U tests when parametric conditions were not met.

RESULTS

In this section, the findings, tables and explanations obtained from the analysis of the data collected regarding the sub-problems determined in the research are discussed.

Findings Related to the First Sub-Problem

The first sub-problem of the research is "What are the perceptions of teachers about their organizational commitment?" has been determined. The measurements regarding the organizational commitment of the teachers participating in the research are given in Table 2.

Table 2. Measurements of Teachers' Organizational Commitment

Materials	\bar{x}	ss
b1 I really see this school's problems as my own	4,09	0,85
b2 I don't feel emotional attachment to this school	3,93	1,13
b3 The fact that I am currently working at this school is both out of my own will and because the conditions require it.	4,12	0,97
b4 If I were to leave my school right now, many things in my life would be turned upside down.	2,77	1,23
b5 I would feel guilty if I left my school right now	2,59	1,21
b6 I am not leaving this school right now because I feel a debt of gratitude/responsibility towards the people at this school.	2,72	1,19

The item with the highest average among the items on the scale regarding teachers' perceptions of their organizational commitment is "The fact that I am currently working at this school is both because of my own will and because the conditions require it" ($\bar{x}=4.12$ and $sd=0.97$). The other item with the highest average is "I really see the problems of this school as my own problems" ($\bar{x}=4.09$ and $sd=0.85$). The items with the lowest average in the scale were "I would feel guilty if I were to leave my school right now" ($\bar{x}=2.59$ and $sd=1.21$) and "I will not leave this school because I feel a debt of gratitude/responsibility towards the people in this school" ($\bar{x}=2,72$ and $sd=1,19$) items were determined. It was determined that another item with the lowest average was "If I were to leave my school right now, many things would turn upside down in my life" ($\bar{x}=2.77$ and $sd=1.23$). The general average of the scale was calculated as $\bar{x}=3.43$. Accordingly, teachers generally have a perception of "I agree".

Findings Regarding the Second Sub-Problem

The second sub-problem of the study was "What are the teachers' perceptions about the school principals' ability to manage emotions?" has been determined. According to the perceptions of the teachers participating in the research, the measurements regarding the emotion management competencies of the school principals are given in Table 3.

Table 3. Measurements of School Principals' Emotion Management Nativeness

Materials	\bar{x}	ss
d1 They believe that the positive mood of the employees facilitates the solution of the problem.	3,84	0,98
d2 They make small surprises to direct the emotions of the employees towards the purpose of the organization.	3,27	1,20

Regarding teachers' perceptions of school principals' competence in managing emotions, the item "They believe that employees' positive mood makes it easier to solve problems" with the highest average score ($\bar{x}=3.84$ and $sd=0.98$) among the items on the scale, and the lowest average score. with a score of ($\bar{x}=3.27$ and $sd=1.20$) they showed the item "They make small surprises to direct

the emotions of the employees towards the purpose of the organization”. The general average of the scale was calculated as $\bar{x}=3.43$. Accordingly, teachers generally have a perception of "I agree".

Findings Regarding the Third Sub-Problem

The third sub-problem of the study is “Do teachers' perceptions of school principals' ability to manage emotions differ significantly according to their branches?” has been determined. Regarding the problem, first of all, it was tested whether the data showed a normal distribution and since the emotion management competencies of school principals showed normal distribution in the dimensions of organization and coordination, the parametric tests F (Variance) test were applied. In general, it was observed that the data did not show a normal distribution in the sub-dimensions of decision making, planning, communication and evaluation with emotion management. For this reason, in case of a significant difference in the results of the Kruskal Wallis – H (KW) test, which is one of the non-parametric tests, the Mann Whitney U test was used to determine between which groups the significant difference was.

Table 4 shows the distribution of the teachers participating in the research on the school principals' perceptions of the ability to manage emotions, regarding the branch variable in the organization and co-ordination sub-dimensions, and the results of the F (Variance) test.

Table 4. The Distribution of Teachers' Perceptions of Emotion Management Efficacy of School Principals Regarding the Branch Variable and F (Variance) Test Results

Dimension Distributions				ANOVA Results						
	Branch	n	\bar{X}	ss	Source	KT	Sd	KO	F	P
Organization	Class	153	3,64	0,99	Between groups	10,266	5	2,053	2,165	P=0,06
	Science	60	3,25	1,06	In group	452,289	477	0,948		
	Social	55	3,36	0,98						
	Language	91	3,67	0,92						
	Arts-Sport.	42	3,60	0,95						
	Other	82	3,61	0,94						
	Total	483	3,56	0,98		462,555	482	The Difference Doesn't Matter		
Coordination	Class	153	3,57	0,97	Between groups	8,369	5	1,674	1,869	P=0,10
	Science	60	3,21	0,94	In group	427,264	477	0,896		
	Social	55	3,30	0,99						
	Language	91	3,58	0,94						
	Arts-Sport.	42	3,50	0,90						
	Other	82	3,52	0,90						
	Total	483	3,48	0,95		435,633	482	The Difference Doesn't Matter		

According to Table 4, there is no significant difference at the $P < 0.05$ level between the organization and coordination sub-dimensions of teachers' perceptions of school principals' ability to manage emotions according to their branches. Accordingly, teachers have a similar view regarding the sub-dimensions of organization and coordination according to their branches.

The Kruskal Wallis – H (KW) test results of the teachers participating in the research regarding the school principals' ability to manage emotions are given in Table 5.

Table 5. Results of the Kruskal Wallis – H (KW) Test of Teachers' Perceptions of School Principals' Emotion Management Competence

Source	Branch	n	SO	χ^2	SD	Significance check
Emotion management	Class	153	252,77	11,184	5	P=0,048 The difference matters
	Science	60	199,48			
	Social	55	210,35			
	Language	91	258,71			
	Arts-sport	42	254,39			
	Other	82	249,36			
	Total	483				
To decide	Class	153	245,43	12,900	5	P=0,024 The difference matters
	Science	60	198,03			
	Social	55	210,90			
	Language	91	263,90			
	Arts-sport	42	264,52			
	Other	82	252,80			
	Total	483				
Planing	Class	153	252,55	5,974	5	P=0,309 The Difference Doesn't Matter
	Science	60	217,01			
	Social	55	213,19			
	Language	91	253,84			
	Arts-sport	42	246,68			
	Other	82	244,38			
	Total	483				
Communication	Class	153	249,09	12,454	5	P=0,029 The difference matters
	Science	60	204,05			
	Social	55	201,90			
	Language	91	263,12			
	Arts-sport	42	251,77			
	Other	82	254,99			
	Total	483				
Evaluation	Class	153	255,71	9,191	5	P=0,102 The Difference Doesn't Matter
	Science	60	200,18			
	Social	55	221,48			
	Language	91	252,54			
	Arts-sport	42	244,31			
	Other	82	247,91			
	Total	483				

According to Table 5, it has been determined that teachers' perceptions of school principals' ability to manage emotions show a significant difference at the $P < 0.05$ level in the sub-dimensions of emotion management, decision making and communication in general.

The results of Mann Whitney U statistics, which were used to determine between which groups the significant difference is in general in the emotion management sub-dimension, are given in Table 6.

Table 6. Mann Whitney U Statistics Results of School Principals' Emotion Management Competencies According to Teachers' Perceptions in Emotion Management Dimension in General

Source	Branch	n	SO	ST	U	Z	Significance check
Emotion management	Class	153	113,3	17340,00	3621,000	-2,396	P=0,017
	Science	60	90,85	5451,00			The difference matters
Emotion management	Class	153	83,64	7611,00	2035,000	-2,644	P=0,008
	Science	55	64,42	3865,00			The difference matters
Emotion management	Class	153	78,13	6407,00	1916,00	-2,248	P=0,025
	Science	91	62,43	3746,00			The difference matters
Emotion management	Class	60	64,42	3865,00	2035,000	-2,644	P=0,008
	Science	91	83,64	7611,00			The difference matters
Emotion management	Class	60	62,43	3746,00	1916,000	-2,248	P=0,025
	Science	82	78,13	6407,00			The difference matters
Emotion management	Class	55	64,29	3536,00	1996,000	-2,047	P=0,041
	Science	91	79,07	7195,00			The difference matters

According to Table 6, it is understood that the significant difference at the level of $P < 0.05$ in the dimension of emotion management in general between the perceptions of school principals regarding the competence of managing emotions is between the opinions of school principals regarding the competence of emotion management in general on issues related to emotion management. This difference is according to the group in the science, social sciences and linguistics branches of the group in the classroom teaching branch, according to the group in the science branch of the group in the linguistics branch, according to the group in the science branch of the group in the language sciences branch, according to the social sciences of the group in the linguistics branch. According to the group in the branch of information, in general, the school principals are of the opinion that they find more emotional management competencies in the dimension of emotion management. The results of Mann Whitney U statistics made to determine between which groups the significant difference is in the decision-making sub-dimension are given in Table 7.

Table 7. Mann Whitney U Statistics Results in Decision-Making Dimension of School Principals' Emotion Management Competencies According to Teachers' Perceptions

Source	Branch	n	SO	ST	U	Z	Significance check
to decide	Class	153	112,75	17250,50	3710,500	-2,192	P=0,028
	Science	60	92,34	5540,50			The difference matters
to decide	Class	60	63,32	3799,00	1969,000	-2,930	P=0,003
	Science	91	84,36	7677,00			The difference matters
to decide	Class	60	45,98	2759,00	929,000	-2,264	P=0,024
	Science	42	59,38	2494,00			The difference matters
to decide	Class	60	62,13	3727,50	1897,500	-2,353	P=0,019
	Science	82	78,36	6425,50			The difference matters
to decide	Class	55	62,79	3453,50	1913,500	-2,418	P=0,016
	Science	91	79,97	7277,50			The difference matters

According to Table 7, it is understood that the significant difference at the level of $P < 0.05$ in the dimension of decision-making between teachers' perceptions of school principals' competencies in managing emotions is between the opinions of school principals on emotion management competencies on decision-making issues. This difference is that the group in classroom teaching, linguistics, arts and sports and other branches is of the opinion that the group in the branch of linguistics finds more emotional management competencies in the decision-making dimension than the group in the branch of linguistics compared to the group in the branch of social studies.

The results of Mann Whitney U statistics made to determine between which groups the significant difference is in the communication sub-dimension are given in Table 8.

Table 8. The Results of Mann Whitney U Statistics on the Communication Dimension of School Principals' Emotion Management Competencies According to Teachers' Perceptions

Source	Branch	n	SO	ST	U	Z	Significance check
Communication	SınıfÖğrt.	153	112,45	17204,50	3756,500	-2,065	P=0,039
	Fen Bil.	60	93,11	5586,50			The difference matters
Communication	SınıfÖğrt.	153	109,62	16772,50	3423,500	-2,052	P=0,040
	Sos. Bil.	55	90,25	4963,50			The difference matters
Communication	Fen Bil.	60	64,58	3875,00	2045,000	-2,616	P=0,009
	Dil Bil.	91	83,53	7601,00			The difference matters
Communication	Fen Bil.	60	47,53	2846,00	1016,000	-1,665	P=0,096
	Sanat Spor	42	57,31	2407,00			The difference matters
Communication	Fen Bil.	60	62,64	3758,50	1928,500	-2,208	P=0,027
	Diğer	82	77,98	6394,50			The difference matters
Communication	Sos. Bil.	55	61,67	3392,00	1852,000	-2,637	P=0,008
	Dil Bil.	91	80,65	7339,00			The difference matters
Communication	Sos. Bil.	55	59,65	3280,50	1740,500	-2,272	P=0,023
	Diğer	82	75,27	6172,50			The difference matters

According to Table 8, it is understood that the significant difference at the level of $P < 0.05$ in the communication dimension among teachers' perceptions of school principals' competencies in

managing emotions is between the opinions of school principals on emotion management competencies on communication-related issues. This difference is that the group in classroom teaching, linguistics and other branches think that the school principals have more emotional management competencies in the communication dimension compared to the group in the science branch, the group in the classroom teaching, linguistics and other branches compared to the group in the social sciences branch.

Findings Related to the Fourth Sub-Problem

The fourth sub-problem of the study is "Is there a significant relationship between teachers' perceptions of school principals' ability to manage emotions and their organizational commitment?" has been determined. Correlation test was applied to determine whether there is a significant relationship between teachers' school principals' perceptions of their ability to manage emotions and their organizational commitment. The results of this test are shown in Table 9 below.

Table 9. Results of Correlation Test between Teachers' Perceptions of School Principals' Emotion Management Competence and Organizational Commitment

		Emotion management	Organizational commitment
Emotion management	Pearson correlation (r)		0,606**
	Significance check (P)		0,000
	\bar{X}	3.65	3.43
	ss	0.92	0.69
	n	483	483

According to Table 9, there is a positive and moderately significant correlation at the $P < 0.01$ level between teachers' perceptions of the emotion management competencies of school principals and their organizational commitment. Accordingly, as the emotion management competencies of school principals increase, the organizational commitment of teachers also increases.

Findings Related to the Fifth Sub-Problem

The fifth sub-problem of the research is "Does teachers' perceptions of school principals' ability to manage emotions predict their organizational commitment?" It has been determined as. The results of the regression statistics made to reveal whether the emotion management competencies of the teachers' school principals predict their organizational commitment are given in Table 10.

Table 10. Results of Regression Analysis between Teachers' Perceptions of School Principals' Emotion Management Competencies and Organizational Commitment

Variables	B	SH	Beta	T	P	double r	partial r
Still	1,765	0,104		17,027	0,000		
Decision making	0,163	0,072	0,220	2,256	0,025	0,583	0,033
Planning	0,049	0,098	0,067	0,503	0,616	0,592	0,001
Communication	0,024	0,104	0,034	0,235	0,814	0,586	0,000
Organization	0,134	0,074	0,192	1,813	0,070	0,590	0,006
Coordination	0,183	0,078	0,253	2,353	0,019	0,595	0,011
Evaluation	-0,087	0,071	-0,128	-1,223	0,222	0,549	0,003
R=0,618	r ² =0,381						
F=48,925	P=0,010						

The regression analysis performed according to the measurements given in Table 10 is a significant regression model ($F_{6-476}=48,925$, $P=0,01$). The calculated measures show that %0.4 of the variance ($R=0,618$; $R^2=0,381$) of teachers' organizational commitment (dependent variable) is explained by independent variables (decision making, planning, communication, organization, coordination, evaluation). Among the independent variables, decision making sub-dimension ($\beta=0,220$; $t=2,256$; $p=0,025$; $pr^2=0,033$) and coordination sub-dimension ($\beta=0,253$; $t=2,353$; $p=0,019$; $pr^2=0,011$) determined teachers' organizational commitment significantly and positively. as predicted. However, the sub-dimension of planning, communication, organization and evaluation is not effective in predicting the organizational commitment of teachers.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In the first problem of the research, it was tried to determine the perceptions of teachers about their organizational commitment. In the study, the general average of teachers' perceptions of organizational commitment was calculated as ($\bar{x}=3.43$). This result shows that teachers have a multi-level perception of their organizational commitment. In addition, the high organizational commitment of teachers indicates that a strong school culture and climate is formed in the schools where they work. Among the items used in the organizational commitment scale used in the research, the item with the highest average ($\bar{x}=4.12$) is the item "I am currently working at this school because of my own will and because the conditions require it". Regarding this situation, it can be interpreted that teachers have a high level of organizational commitment in the context of continuance commitment. Regarding the high average of this item, it can be deduced that the socio-economic conditions of the country also have an effect on the attendance commitment of the teachers. Another item with a high mean in the organizational commitment scale ($\bar{x}=4.09$) is the item "I really see the problems of this school as my own". In the context of this item, it can be inferred that teachers are not indifferent to the problems that occur in their schools and make efforts to solve the problems that arise. Since the average of this item is high, it can be concluded that teachers have reached the ability to exhibit proactive behaviors against the problems that occur in their schools. The item with the lowest average in the scale ($\bar{x}=2.29$) "I would feel guilty if I were to leave my school right now", the other item with the lowest average ($\bar{x}=2.77$) "The fact that I am

currently working at this school is due to both my own will and conditions. because it requires it". In this context, it can be concluded that teachers will not have a negative emotional feeling about being assigned to a different school and leaving the school where they work. This situation can be considered as an indication that teachers' sense of belonging towards their schools has not developed sufficiently. Based on this result, it can be said that school principals should determine strategies to improve their teachers' sense of commitment.

What are the teachers' perceptions of the school principals' ability to manage emotions? According to the perceptions of the teachers regarding the problem, it was determined that the school principals showed the competence of managing emotions at a "very" level. In the study, it was determined that the emotion management competencies of school principals according to teachers' perceptions were "moderate" in the items "They provide instructions to the employees about what are acceptable emotions", "They make small surprises to direct the emotions of the employees in line with the purpose of the organization". In this context, it can be concluded that it would be beneficial for school principals to undergo in-service training on what are acceptable emotions. At the same time, it can be concluded that school principals should give more importance to the dimension of coordination, which is one of the management processes, and that they should make more efforts to direct the emotions of the employees for organizational purposes.

Do teachers' perceptions of school principals' ability to manage emotions show a significant difference according to their branches? Regarding the problem, it has been determined that there is a significant difference between the school principals' ability to manage emotions according to the perceptions of the teachers, according to the branches. In the study, it has been determined that there is a difference in the perceptions of teachers in the dimension of emotion management in general according to their branches, but this difference is different according to the group in the science, social sciences and linguistics branches of the group in the classroom teaching branch, compared to the group in the science branch of the group in the linguistics branch. According to the science branch of the group in the branches, the group in the branch of linguistics compared to the group in the branch of social studies, in general, in the dimension of emotion management, school principals are of the opinion that they find more emotional management competencies. Regarding the significant difference between the branches of the teachers in the dimension of emotion management in general, the group in the classroom teaching branch was found to be higher than the group in the branch of science, social sciences and linguistics in general in the study, the weekly number of lesson hours of the classroom teachers was 30 lessons and in this context, it was more likely to be at school compared to other branches. It can be concluded that this situation positively affects the perceptions of classroom teachers' school principals' ability to manage emotions, since they spend a lot of time.

In the study, it was determined that there was a significant difference between the school principals' ability to manage emotions in the decision-making and communication sub-dimensions according to the branches of the teachers, but this difference was compared to the group in the science branch of the group in the decision-making sub-dimension, in classroom teaching, linguistics, arts and sports and other branches. The results indicate that the group in the linguistics branch found the emotion management competence of the school principals more in the decision-making dimension than the group in the social studies branch. On the other hand, in the communication sub-

dimension, the group in classroom teaching, linguistics and other branches is of the opinion that school principals find emotion management competences more in the communication dimension than the group in the science branch, the group in classroom teaching, linguistics and other branches compared to the group in the social sciences branch. . The reason for the fact that the group in the science branch in the decision-making dimension finds the emotional management competencies of the school principals lower than the other branches is due to the high expectation of success in the said courses by the school principals due to the central exams held by the Ministry of National Education and the effect of the science group courses on the exam results in these exams. This situation can be explained as negatively affecting the perceptions of the science branch group teachers. In the communication dimension, the reason why the group in the social sciences branch found the emotional management competence of the school principals lower than the linguistics and other branches was due to the low number of weekly course hours for the courses that make up the social sciences group, and therefore the teachers' concerns about educating the school curriculum and the pressure this situation puts on them. This can be explained as the negative effects of these factors on teachers' perceptions.

In the fourth sub-problem of the research, is there a relationship between the emotion management competencies of school principals and teachers' organizational commitment? The answer to the question has been sought. In this direction, it has been determined that there is a moderately positive relationship between the emotion management competence of school principals and the organizational commitment of teachers. From this result, the importance of school principals' having emotion management competencies emerges. School principals, who have a classical management understanding, comprehend the importance of human relations in management; It is thought that it will prevent problems to be experienced in subjects such as curricula, classroom management and school meetings in schools. The human relations approach in management can be considered as a multi-faceted process that includes decision-making, planning, communication, organization, coordination, and evaluation factors. In this context, the need for school principals to develop themselves in a multi-faceted manner emerges. It is expected that an administrator who has a good command of his school will have effective communication skills and thus successfully manage the necessary organization and coordination process with the school staff. It is thought that the evaluation process of schools that show this success will also develop in a positive way.

In the fifth sub-problem of the study, do teachers' perceptions of school principals' ability to manage emotions predict their organizational commitment? The answer to the problem has been sought.

In the study, it was determined that school principals significantly and positively predicted the organizational commitment of teachers in the dimension of decision making, one of their emotion management competencies. In this direction, it should be ensured that the school administrators also consult the opinions of the teachers in the strategic decisions regarding the goals that the school should achieve, and thus, the teachers should be included in the decision-making process. According to the research findings, it has been determined that there is a significant and positive relationship between organizational commitment and the emotion management competencies of

school principals. In this context, with the necessary cooperation between the Ministry of National Education and Universities, in-service training on emotion management and organizational commitment should be made for the administrator candidates who will take charge as school administrators for the first time. According to the research findings, it was determined that the coordination dimension, one of the emotional management competencies of school principals, predicted teachers' organizational commitment significantly and positively. Based on this result, school principals should resort to measures, activities and meeting tools that will ensure coordination among teachers in line with the goals of the school.

References

- Akçay, C. ve Çoruk, A. (2012). Yönetim Süreçleri Açısından Yöneticilerin Duygu Yönetimi Davranışları Ölçeği: Geçerlik ve Güvenirlik Çalışması [Managers' Emotion Management Behavior Scale in Terms of Management Processes: A Validity and Reliability Study]. *Buca faculty of education magazine*, 33, 81–94.
- Balay, R. (2000). *Yönetici ve öğretmenlerde örgütsel bağlılık* [Organizational commitment in managers and teachers]. Ankara: Nobel Yayın Dağıtım.
- Can, N. (2018). *Kuram ve uygulamada eğitim yönetimi* [Educational management in theory and practice]. Ankara: Pegem Akademi.
- Çeşitçioglu, M. (2003). *Kaliteli insan* [Quality person]. İstanbul: Alfa Yayınları.
- Dağlı, A., Elçiçek, Z. ve Han, B. (2018). Örgütsel Bağlılık Ölçeği'nin Türkçeye Uyarlanması: Geçerlik ve Güvenirlik Çalışması [Adaptation of Organizational Commitment Scale to Turkish: A Study of Validity and Reliability]. *Electronic Journal of Social Sciences*, 17(68), 1765–1777.
- Dönmez, E. (2018). *Okul Müdürlerinin Örgütsel Yenilik Yönetimi Davranış Düzeyi ile Öğretmenlerin Örgütsel Bağlılık Düzeyleri Arasındaki İlişki* [The Relationship between School Principals' Organizational Innovation Management Behavior Level and Teachers' Organizational Commitment Levels] (Unpublished Master's Thesis). T.C. Sıtkı Koçman University, Muğla.
- Gönen, Z. (2016). *Öğretmenlerin Örgütsel Bağlılık Düzeyleri ile Karar Verme süreci Arasındaki İlişki* [The Relationship Between Teachers' Levels of Organizational Commitment and Decision Making Process] (Unpublished Master's Thesis). T.C. Atatürk University, Erzurum.
- Güzel, B. (2009). *Kadın Çalışanların Kariyer Engellerinin Örgütsel Bağlılık Üzerine Etkisi : Dört Ve Beş Yıldızlı Otel İşletmelerinde Bir Uygulama* [The Effect of Career Barriers of Female Employees on Organizational Commitment: A Practice in Four and Five Star Hotel Businesses] (Unpublished Master's Thesis). Dokuz Eylül University, İzmir.
- Hu, L.-t., ve Bentler, P. M. (1999). Cutoff Criteria For Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modeling. A Multidisciplinary Journal*, 6(1), 1-55.

- Karasar, N. (2018). *Bilimsel Araştırma Yöntemleri*[Scientific Research Methods]. Nobel Akademik Yayıncılık.
- Şan, Ç. B. (2017). *Öğretmenlerin Ve Okul Yöneticilerinin Psikolojik Güçlendirme Ve Örgütsel Bağlılıklarına İlişkin Algıları*[Perceptions of Teachers and School Administrators on Psychological Empowerment and Organizational Commitment](Unpublished Master's Thesis). T.C. Pamukkale Üniversitesi, Denizli.
- Schwenk, C. H. (1986). Information, Cognitive Biases, and Commitment to a Course of Action. *Academy of Management Review*, 11(2), 298–310.
- Sheldon, M. E. (1971). Investments and Involvements as Mechanisms Producing Commitment to the Organization. *Administrative Science Quarterly*, 16(2), 143.
- TDK. (2019). *Türk Dil Kurumu Türkçe Sözlüğü*[Turkish Language Association Turkish Dictionary]. Türk Dil Kurumu.
- Ural, A. (2001). Yöneticilerde Duygusal Zekânın Üç Boyutu [Three Dimensions of Emotional Intelligence in Managers]. *Dokuz Eylül University Journal of Social Sciences Institute*, 3(2), 209–219.
- Yavuz, H. (2020). *Okul Yöneticilerinin Örgütsel Bağlılık ve Hizmetkâr Liderlik Düzeyleri Arasındaki İlişki* [The Relationship Between Organizational Commitment and Servant Leadership Levels of School Administrators] (Unpublished Master's Thesis). T.C. Kırşehir Ahi Evran Üniversitesi, Kırşehir.