

Mediation Effect of Schools' Psychological Climate on the Relationship between Principals' Leadership Style and Organizational Commitment

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KEYWORDS Leadership. Mediation Effect. Psychological Climate. Organizational Commitment.

ABSTRACT Educational organizations are facing new challenges due to global changes affecting countries economically, cultural and socially. This wave of changes is creating new demands from schools and school leaders must look for ways to meet these demands and to direct their employees towards organizational goals. School climate and teachers' commitment to organization, which are two significant assets for organizational performance, are influenced by how leaders use their leadership capabilities in organizational processes. This study aims to assess the mediating effect of psychological climate on the relationship between leadership styles and teachers' commitment. The results show that psychological climate is a partial mediator in that relationship. In other words, principals' leadership abilities influence organizational commitment both directly and through psychological climate. As a result, it is indicated that to increase teachers' commitment, leaders must focus on increasing positive psychological climate