The Effects of the Administrators' Teacher Influencing Behaviors on School Mindfulness and on Teachers' Organizational Commitment

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ABSTRACT
This article provides insight into administrators' teacher influencing tactics. The data are collected from the teachers at secondary level schools in Turkey and in the Turkish Republic of Northern Cyprus. We employed a quantitative survey by means of three different scales and utilized SEM modeling to test the model fit indexes of the scales aiming to examine administrators' teacher influencing tactics and to examine teachers' organizational commitment and perceptions of school mindfulness. The results signified a meaningful relationship between teachers' organizational commitment, school mindfulness and administrators' teacher influencing tactics. The administrators' influencing tactics increase the teachers' organizational commitment, whereas these tactics decrease the teachers' organizational commitment. Moreover, Administrators' teacher influencing tactics reduce school mindfulness but increase teachers' organizational commitment.
Keywords: Administrators' teacher influencing tactics, School mindfulness, Teacher mindfulness, Administrator mindfulness, Organizational commitment.

INTRODUCTION
Since the start of the social interactions and the group formations amongst the mankind, the subject of influencing others had been an interest of the administrators of the organizations, tribes and sects. Within this consideration, influencing is in the essence of leadership. An administrator, who would be regarded as a leader must have the ability to influence and integrate their surroundings. In today's World, leadership is regarded as a proactive social influencing process which aims to change the followers' attitudes towards a vision or a target to reach, their values and beliefs (Faeth, 2004; Robbins & Judge, 2012; Owens, 2004).

The ability to influence the employees is an important determinant of the effectiveness of the administrator (Sheer, 2012). In other words, the fundamental factor in a successful leadership is the effective management of the influencing process (Agezo, 2008; Yukl & Fable, 1990; Yukl et al., 2008). Depending on this reason, leaders must understand the influencing process between their followers (Deluga, 1988). The research findings state that an effective leadership is a must for organizational success and has direct effects on individual and

organizational effectiveness (Dagli & Calik, 2016; Furst & Cable, 2008; Kipnis et al., 1984; Klocke, 2009; Kuru, 2013; Luecke, 2007; Yukl, 2013;).

In the field of literature, there are studies focusing on administrators' and teachers' influencing behaviors in educational institutions (Culver, 1994; Dohlen, 2012; Jones, 1992; Kuru, 2013; Maher, 1999; Porter et al., 1989; Rogers-Backus, 2010; Wickstrom, 1981). The attempt of influencing is regarded as necessary in leadership issues (Kipnis et al., 1980) and positive organizational behavior theory emphasizes that employees' performances are likely to increase when leaders use positive and supportive influencing tactics (Dagli & Calik, 2016; Moideenkutty & Schmidt, 2011).

Teachers' Organizational Commitment: Teachers' commitment core can be different regarding their instructional activities, schools, families, colleagues and other external values, and their behavioral patterns can change according to the commitments that they prioritize.

One of the elements that form the teachers' basis of their feelings related to the workplace is the interest and the attitude towards the objects (the occupation, the work, the study group, and the students) in that surrounding. In this sense, teachers' performances depend on the values that they appraise to these objects and the quality of the relation with them. Educational institutions' degree of effectiveness depend on a variety of factors and one of the leading one is the interaction between administrator, teacher and student that take part in the teaching and learning process. In this context, teachers' commitment to the school, to the students, to instructional activities, to the profession and to the colleagues can make a positive contribution to the school effectiveness by supplying informal behaviors beyond the normative expectations of the groups and the objects (Celep,1996: 2-3).

Pre-service teachers' attitudes towards teaching profession that involves political ideas instead of professional and scientific values is possibly because the university lecturers' undemocratic behaviors (Celep, 1999). There are external stakeholders that have an effect on the organization. An educational institution's external stakeholders which are regarded as external pressure groups are economy, religion, politics, political structure, societal values and the family.

Influencing Tactics of Administrators: An influencing tactic is determined as the type of behavior which is used on purpose in order to affect an individual's attitudes and behaviors (Yukl, 2013:190). Influencing is a necessary process to coordinate people's activities and their efforts in order to reach the organizational objectives. It is the key point of leadership definitions (McShane & Von Glinow, 2008). The influencing attempt is used to change an individual's or a group's beliefs or values (Faeth, 2004). During the influencing process, 'the actor' is the person who initiates the influencing attempt. 'The target' is the person who is the subject of the influencing attempt (Faeth, 2004; McShane & Von Glinow, 2008).

The first phase of the studies (Berson & Sosik, 2007; Peter, 1998; Jensen, 2007; Kipnis et al., 1980; Yukl & Falbe, 1990) related to the frequency and the direction of the influencing tactics had the aim to classify the most used organizational influencing tactics by the administrators' and employees' to influence the others (Yukl & Falbe, 1992; Kipnis et al., 1980; Hinkin & Schriesheim, 1989). The second phase is the studies that examined the relation between administrators' and employees' outputs of influencing attempts and organizational influencing tactics (Culves, 1994; Falbe & Yukl, 1992; Gozu, 2012; Su, 2010; Yukl, 2010).
Some scholars (ie. Falbe & Yukl, 1992; Yukl & Tracey, 1992) conducted research to examine how administrators and employees are effected due to the use of the influencing tactics. The third phase of the studies is the one which examined the influencing tactics used according to the leadership types of the administrators (Friedrich, 2010; Vecchio & Sussman, 1993; Yukl et al., 1990).

The moderate tactics refers to creating positive social relations and positive influencing that involves judgement. A leader who uses moderate tactics believes that the followers will adapt by using their logic instead of being under control of the leader (Moideenkutty & Schmidt, 2011).

Administrators must use their powers in an effective way in order to to impress the followers and direct them within the organizational objectives. In this sense, administrators apply some sources of powers in order to achieve organizational objectives. The power can be identified as; the ability to get the others to do a work in a desired way (Salancik & Pfeffer, 1977); to supply the desired work in order to effect the outcomes, start up an action and sustain it.

Pfeffer (1992a, 1992b) defined the power simply as a a potential force; and as a broad definition effecting the behaviors, changing the flow of events, dealing with resistance, and a potential ability to enable people to act in

that way helping to win them. The power can be determined as the source of an individual to affect others to behave the way that he or she desires. Consequently, organizational power is determined as the administrator's acts to direct the employees for the organizational objectives (Altinkurt & Yilmaz, 2013; Hoy & Miskel, 2010).

The moderate tactics are; appreciation, consultation, making an incentive request, using personal intimacy, cooperation and information and persuasion by reason (Fable & Yukl, 1992; Kreitner & Kinicki, 2013; Yukl 2013). The influencing tactics that are extensively considered by Yukl (2013) are; Persuasion by reason, Reciprocation tactic, Making an incentive request, Compliance with the rules, Information tactic, Cooperation tactic, Consultation, Using personal intimacy and Building coalitions with others (Dagli & Calik, 2016).

The basis of the power that administrators have is under examination within a variety of ways. The classification related to the basis of the power is generally similar. One of the leading researches on this issue is French and Raven's (1959), which classified the basis of the power as; Rewarding power, Legitimate power, Expert power, and Referent power.

School Mindfulness: The concept of mindfulness is first examined on an individual basis later then examined on the organizational basis. The individual mindfulness is identified as 'individual's constant action to open new categories in the brain and developing more than one perspective for each event'. The organizations which have high level of mindfulness are identified as organizations which also have high level of organizational trust (Buyukgoze & Ozdemir, 2019; Weick et al., 1999).

The features of the organizations that have high level of mindfulness is evaluated as a component and these components are identified as; 'coping with failure, reluctance to simplify, sensitivity to applications, commitment to the strength to overcome difficulties and considering expertise' (Weick & Sutcliffe, 2001).

Public schools are organizations that are bounded by rules and regulations. The policies and regulations can create a sense of stability in the work environment that causes unconsciousness (Smith & Scarbrough, 2011). From this view, within a cooperative approach, an organization can encourage its employees in terms of flexibility, being open to new information, feeling trust, and taking risks in order to create an environment with a high level of mindfulness (Kearney et al., 2013).

The mindfulness at schools is closely related to teachers' and administrators' attitudes towards investigating problems systematically and carefully, preventing small problems in order to prevent the bigger ones, caring about the events, focusing on teaching and learning, being flexible in problems and showing respect to expertise. Administrators can approach teacher oriented challenges with tolerance in the schools which have a high level of mindfulness. When things went wrong in this kind of schools, mistakes serve as feedback for the lessons learned. Besides, rules and regulations provide new solutions rather than immutable operations. Teachers and administrators of these schools can debate the intellectual differences. Moreover, open communication between teachers and administrators creates a perception of trust and support to each other (Dagli & Calik, 2016; Hoy, 2002).

METHODOLOGY

The purpose of this research is to examine school administrators' tactics to influence the teachers, and to examine teachers' organizational commitment and perceptions of school mindfulness. Furthermore, it is to identify the correlation in the administrators' influencing tactics, school mindfulness and teachers' organizational commitment levels. In compliance of this purpose, the effects of the school administrators' behaviors to influence the teachers, as the intermediate variable, on teachers' organizational commitment behavior over school mindfulness was examined.

The population of the research is the secondary level teachers that teach in Turkey and in the Turkish Republic of North Cyprus (TRNC). So that the population consisted of two countries and being big enough for the researchers to reach, random sampling technique was utilized.

Data Collection Procedure: Three different tools were used to examine the teacher organizational influencing tactics, school mindfulness and multi-dimensioned organizational commitment.

1. Structural Validity of Administrators'' Teacher Influencing Tactics Scale:

In this research, "Administrators' Teacher Influencing Tactics Scale" developed by Celep and Kaya (2020) is used. The sub-dimensions of the scale were identified as "Rules, Authority Power, Mutual Benefit, Reward, and Relationship and consisted of 44 items.

2. The Structural Validity of the School Mindfulness Scale: One of the data collection tools in this research is the "School Mindfulness Scale", which have two sub-dimensions with 14 items. The first sub-dimension is consisted of seven items named as "Teacher Mindfulness" and the second sub-dimension is consisted of seven items named as "Administrator Mindfulness". This scale is originated with Hoy et al. (2014) The School Mindfulness Scale (M-Scale) and the adaptation of this scale to Turkish was done by Dagli and Calik (2016), and Buyukgoze and Ozdemir (2019).

In order to examine whether the latent structure that lies beneath the "School Mindfulness Scale" was confirmed by the scale items, CFA was utilized. The model fit index analysis results conducted with 14 items are presented in Table 4.

Table 4. Model Fit Index and Related Estimations

Model Fit Index	**Estimation Value**
Root Mean Square Error of Approximation (RMSEA)	0,038 (90% GA with 0,026-0,049)
X^2/sd	126,180/ 76
Comparative Fit Index (CFI)	0.99
Tucker- Lewis Index (TLI)	0.99
Standardized Root Mean Square (SRMR)	0,06

The RMSEA estimation value was found 0.065 with 90% possibility between 0.026 and 0.049 identifying that model fit index is reasonable. When the Chi-square value divided by the degree of freedom 126.180/76=1.66 score was obtained. This score can be considered as reasonable so that this value is close to 1.7. CFI and TLI fit indexes were found as 0.99 and 0.99 respectively. When the fit index of SRMR was examined the obtained estimation value was found 0.06. The model fit index is examined in general; it is possible to state that the research data comply with the model-data fit.

Table 5 presents the standardized path coefficients, the standard errors of these coefficients and the significance of the "School Mindfulness Scale", and all *p* values were found to be significant. This possibly means that the items in the scale predict the related latent factor. The factor loads in the sub-dimensions are; in the first sub-dimension between 0.74 and 0.92, in the second sub-dimension between 0.52 and 0.93. So that these standardized values were found to be below 0.3, it is possible to state that these items measure the targeted aspect. Moreover, the Cronbach Alpha value was measured for each sub-dimension of the scale and the reliability coefficient differs between 0.87 and 0.90.

Table 5. Standardized Factor Load Values of School Mindfulness Scale

Dimensions	**Items**	**Standard Estimate Value**	**Standard error**	***z* value**	***p***	**Cronbach Alfa**
Administrator Mindfulness	SM1	0.774	0.028	27.528	< .001	.90
	SM2	0.840	0.029	28.889	< .001	
	SM3	0.837	0.029	29.004	< .001	
	SM4	0.737	0.028	25.968	< .001	
	SM5	0.911	0.029	31.265	< .001	
	SM6	0.861	0.029	29.576	< .001	
	SM7	0.915	0.031	29.858	< .001	
Teacher Mindfulness	SM8	0.523	0.024	21.543	< .001	.87
	SM9	0.562	0.026	21.817	< .001	
	SM10	0.934	0.030	31.313	< .001	
	SM11	0.558	0.026	21.518	< .001	
	SM12	0.681	0.026	26.247	< .001	
	SM13	0.606	0.024	25.132	< .001	
	SM14	0.768	0.030	25.657	< .001	

3. **The Structural Validity of the Organizational Commitment Scale:** The third data collection tool in this research was the "Commitment to School Scale" developed by Celep (1996), with 58 items and five sub-

dimensions. The first sub-dimension is consisted of 15 items named as “Commitment to School”, the second sub-dimension is consisted of 10 items named as “Commitment to Politics”, the third sub-dimension is consisted of 12 items named as “Commitment to Colleagues”, the fourth sub-dimension is consisted of 14 items named as “Commitment to Teaching Profession” and the fifth sub-dimension is consisted of seven items named as “Commitment to Teaching”. In order to examine whether the latent structure that lies beneath the Commitment to School Scale was confirmed by the scale items, CFA was utilized. So that item 18 and item 51 were found to be insignificant, they were excluded from the scale and the model fit index analysis results obtained from the CFA conducted with 56 items are presented in Table 6.

Table 6. Model Fit Index and Related Estimations

Model Fit Index	**Estimation Value**
Root Mean Square Error of Approximation (RMSEA)	0,027 (90% GA with 0,024-0,030)
X^2/sd	1963,423/ 1474
Comparative Fit Index (CFI)	0.99
Tucker- Lewis Index (TLI)	0.99
Standardized Root Mean Square (SRMR)	0,06

The RMSEA estimation value was found 0.027 with 90% possibility between 0.024 and 0.030 identifying that model fit index is reasonable. Chi-square value divided by the degree of freedom 1963.423/1474=1.33 score was obtained. This score can be considered as good fit so that this value is below 2.0. CFI and TLI fit indexes were found as 0.99, indicating good fit for the model index. When the fit index of SRMR was examined, the obtained estimation value was found 0.06. Depending on these scores, it is possible to state that the research data comply with the model-data fit.

Table 7 presents the standardized path coefficients, the standard errors of these coefficients and the significance of the Organizational Commitment Scale, and all *p* values were found to be significant. This possible means that the items in the scale predict the related latent factor. The factor loads in the sub-dimensions are; (f1) 0.32-0.96, (f2) 0.28.-0.85, (f3) 0.41-0.84, (f4) 0.34-0.82, (f5) 0.32-0.62.

Table 7. Standardized Factor Load Values of Organizational Commitment Scale

Dimensions	**Items**	**St. Est. Value**	**Standard Error**	***z* value**	***p***	**Cronbach Alfa**
Commitment to School	SM1	0.841	0.018	46.198	< .001	
	SM2	0.478	0.019	24.611	< .001	
	SM3	0.935	0.019	48.016	< .001	
	SM4	0.908	0.020	45.256	< .001	
	SM5	0.507	0.017	30.071	< .001	
	SM6	0.845	0.020	42.732	< .001	.93
	SM7	0.947	0.020	47.131	< .001	
	SM8	0.864	0.019	45.257	< .001	
	SM9	0.962	0.020	49.109	< .001	
	SM10	0.916	0.020	46.443	< .001	
	SM11	0.546	0.017	31.828	< .001	
	SM12	0.881	0.021	42.550	< .001	
	SM13	0.766	0.019	41.197	< .001	
	SM14	0.322	0.013	24.406	< .001	
	SM15	0.739	0.019	39.552	< .001	
Commitment to Politics	SM16	0.441	0.025	17.543	< .001	
	SM17	0.284	0.014	19.642	< .001	
	SM19	0.553	0.033	16.777	< .001	
	SM20	0.593	0.029	20.535	< .001	.79
	SM21	0.854	0.032	26.905	< .001	
	SM22	0.689	0.027	25.456	< .001	
	SM23	0.484	0.020	24.652	< .001	
	SM24	0.402	0.027	14.700	< .001	
	SM25	0.736	0.032	23.197	< .001	

Commitment to Colleagues	SM26	0.409	0.014	30.221	OA26	
	SM27	0.728	0.018	40.387	OA27	
	SM28	0.631	0.017	36.789	OA28	
	SM29	0.536	0.018	30.037	< .001	
	SM30	0.659	0.019	35.115	< .001	.91
	SM31	0.553	0.019	28.392	< .001	
	SM32	0.835	0.020	41.079	< .001	
	SM33	0.589	0.018	33.621	< .001	
	SM34	0.726	0.020	36.212	< .001	
	SM35	0.597	0.018	33.112	< .001	
	SM36	0.501	0.015	32.423	< .001	
	SM37	0.826	0.021	39.252	< .001	
Commitment to the Teaching Profession	SM38	0.629	0.017	36.167	< .001	
	SM39	0.464	0.018	25.724	< .001	
	SM40	0.444	0.016	28.419	< .001	
	SM41	0.692	0.019	35.776	< .001	
	SM42	0.344	0.013	27.394	< .001	
	SM43	0.759	0.022	35.153	< .001	.92
	SM44	0.745	0.019	39.442	< .001	
	SM45	0.818	0.022	37.393	< .001	
	SM46	0.587	0.016	35.851	< .001	
	SM47	0.679	0.018	36.910	< .001	
	SM48	0.677	0.020	33.681	< .001	
	SM49	0.754	0.020	37.467	< .001	
	SM50	0.803	0.021	38.188	< .001	
Commitment to Teaching	SM52	0.401	0.015	26.859	< .001	
	SM53	0.471	0.017	27.171	< .001	
	SM54	0.322	0.013	24.915	< .001	
	SM55	0.491	0.016	30.762	< .001	.86
	SM56	0.420	0.016	26.967	< .001	
	SM57	0.485	0.015	32.109	< .001	
	SM58	0.617	0.017	35.617	< .001	

FINDINGS

Regression analysis was conducted in order to find out the effects of the teacher influencing tactics on organizational commitment, the effects of teachers' mindfulness on organizational commitment and the effects of teacher influencing tactics on school mindfulness. Before the regression analysis conducted, in order to measure the data set's convenience, the missing values, single and multiple extreme values and the normality of the data set was checked. It was found that, there were no missing values, the data was not normally distributed, and both single and multiple extreme values were existed.

In order to fix the non-normally distributed data, the bootstrapping sampling method was utilized, which forms a new sample by estimating characteristics of the sample distributions from the current data when the sample of the research is less or non-normally distributed (Field, 2018). In this analysis, the bootstrapping sample was set as 1.000. The descriptive statistics of the data set is presented in Table 8.

Table 8. Descriptive Statistics of the Variable

Variable	N	$\bar{X}$	sd	Min.	Max.
Commitment to School	464	3.63	.786	1.07	5.00
Commitment to Politics	464	2.14	.633	1.00	4.22
Commitment to Colleagues	464	3.53	.666	1.33	5.00
Commitment to the Teaching Profession	464	4.13	.674	1.46	5.00
Commitment to Relationship	464	4.37	.509	2.00	5.00
Administrator Mindfulness	464	3.54	.883	1.00	5.00
Teacher Mindfulness	464	3.47	.721	1.14	5.00

Teacher Influencing Tactics-Rules	464	3.14	.583	1.00	4.00
Teacher Influencing Tactics –Authority Power	464	1.76	.711	1.00	3.93
Teacher Influencing Tactics -Expertise	464	3.09	.632	1.00	4.00
Teacher Influencing Tactics –Mutual Benefit	464	2.05	.838	1.00	4.00
Teacher Influencing Tactics -Reward	464	2.30	.678	1.00	4.00
Teacher Influencing Tactics -Relationship	464	2.27	.756	1.00	4.00

Before the regression analysis, in order to examine the relationship between the variables the Spearman correlation test was conducted and the results are presented in Table 9.

Table 9. The Spearman Correlation Analysis of the Teachers' Organizational Commitment Scale, the School Mindfulness Scale, and the Administrators' Teacher Influencing Tactics Scale and the Sub-dimensions of the Related Scales

	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1	**Commitment to School**	1												
2	**Commitment to Politics**	-.171**	1											
3	**Commitment to Colleagues**	.424**	-.106*	1										
4	**Commitment to the Teaching Profession**	.321**	-.186**	.309**	1									
5	**Commitment to Teaching**	.319**	-.267**	.233**	.580**	1								
6	**Administrator Mindfulness**	.679**	-.265**	.398**	.244**	.198**	1							
7	**Teacher Mindfulness**	.531**	-.267**	.529**	.225**	.242**	.606**	1						
8	**Influencing Tactics-Rules**	.129*	-0.024	-0.021	-0.02	-0.046	0.104	0.075	1					
9	**Influencing Tactics-Authority Power**	-.437**	.334**	-.255**	-.171**	-.134*	-.618**	-.455**	0.036	1				
10	**Influencing Tactics-Expertise**	.259**	-0.063	0.086	-0.019	-0.029	.276**	.227**	.481**	-.156**	1			
11	**Influencing Tactics-Mutual Benefit**	-.218**	.285**	-.181**	-.164**	-.101**	-.354**	-.291**	0.091	.582**	0.016	1		
12	**Influencing Tactics-Reward**	0.031	.176**	-0.003	-0.036	-0.035	0.03	-0.069	.146*	.248**	.249**	.484**	1	
13	**Influencing Tactics-Relationship**	0.007	.183**	-0.037	-0.026	0	-0.075	-0.016	.183**	.325**	.200**	.539**	.579**	1

The results signified that there are meaningful relationship between teachers' organizational commitment, school mindfulness and administrators' teacher influencing tactics.

The Ordinary Least Square (OLS) technique was utilized in order to examine the direct and indirect relationship between the variables to find out the "administrator's teacher influencing behavior's effect on organizational commitment within the school mindfulness intermediate variable" as one of the research questions. The scales used in the research and their sub-dimensions are presented below.

Administrators' Teacher Influencing Tactics Scale (The predictive variable);

- Rules
- Authority Power
- Expertise
- Mutual Benefit
- Reward
- Relationship

School Mindfulness (Intermediate Variable)

- Teacher Mindfulness

Organizational Commitment (Dependent Variable)

- Commitment to School
- Commitment to Politics
- Commitment to Colleagues
- Commitment to the Teaching Profession
- Commitment to Teaching

In the data analysis process as the first step, the direct effects of the sub-dimensions of the "Administrators' Teacher Influencing Behavior" on the sub-dimensions of "School Mindfulness" and on the sub-dimensions of Organizational Commitment" were examined. Additionally, the direct effects of the "School Mindfulness Scale" as the intermediate variable on the sub-dimensions of the "Organizational Commitment Scale" was examined and presented in Table 10. In the analysis of the relation between the variables for α=0.95 and by means of the Bootstrap technique (5000), the obtained coefficients' ranges within %95 possibility the significance values were examined. If these ranges included zero value, it was concluded that the variables' effect on the other variables were not significant. The direct effects and the significance levels are presented in Table 10.

Table 10. The Direct Effects of Administrators' Teacher Influencing Behavior, School Mindfulness and Organizational Commitment

Depend. Variable	Predictive Variable	ß Coeff.	Stand. Error	t	p	Lower b. G.A.	Upper b. G.A.
Commit. to School	Rules	0.007	0.0497	0.1411	0.8878	-0.0907	0.1048
	Teacher Mindfulness	**0.2036**	**0.0449**	**4.5327**	**0.000***	**0.1153**	**0.2919**
	Administrator Mindfulness	**0.5017**	**0.0439**	**11.4295**	**0.000***	**0.4154**	**0.588**
	Authority Power	-0.0482	0.0552	-0.874	0.3826	-0.1566	0.0602
	Expertise	0.0679	0.0506	1.3411	0.1806	-0.0316	0.1673
	Mutual Benefit	0.0392	0.0445	0.8821	0.3782	-0.0482	0.1267
	Reward	-0.0443	0.0504	-0.8802	0.3792	-0.1433	0.0547
	Relationship	0.0561	0.0455	1.235	0.2175	-0.0332	0.1455
Commit. to Politics	Rules	-0.0055	0.0533	-0.1041	0.9171	-0.1103	0.0992
	Teacher Mindfulness	**-0.1309**	**0.0481**	**-2.7181**	**0.0068***	**-0.2255**	**-0.0362**
	Administrator Mindfulness	-0.0597	0.047	-1.2696	0.2049	-0.1522	0.0327
	Authority Power	0.1004	0.0591	1.699	0.0900	-0.0157	0.2166
	Expertise	-0.0071	0.0542	-0.1314	0.8955	-0.1137	0.0994
	Mutual Benefit	0.0521	0.0477	1.0932	0.2749	-0.0416	0.1458
	Reward	0.0963	0.054	1.7842	0.0751	-0.0098	0.2024
	Relationship	0.0509	0.0487	1.0443	0.2969	-0.0449	0.1466
Commit. to Colleagues	Rules	-0.0361	0.0502	-0.7184	0.4729	-0.1348	0.0627
	Teacher Mindfulness	**0.4572**	**0.0454**	**10.0746**	**0.000***	**0.368**	**0.5464**
	Administrator Mindfulness	**0.1341**	**0.0443**	**3.0226**	**0.0026***	**0.0469**	**0.2212**
	Authority Power	0.0926	0.0557	1.6614	0.0973	-0.0169	0.2021

	Expertise	-0.0376	0.0511	-0.7348	0.4629	-0.138	0.0629
	Mutual Benefit	-0.017	0.0449	-0.3774	0.706	-0.1053	0.0714
	Reward	0.0666	0.0509	1.3084	0.1914	-0.0334	0.1666
	Relationship	-0.0455	0.0459	-0.9896	0.3229	-0.1357	0.0448
Commit. to the Teaching Profession	Rules	0.0399	0.0585	0.682	0.4956	-0.0751	0.1549
	Teacher Mindfulness	**0.1359**	**0.0528**	**2.5726**	**0.0104***	**0.0321**	**0.2398**
	Administrator Mindfulness	**0.1501**	**0.0516**	**2.9061**	**0.0038***	**0.0486**	**0.2515**
	Authority Power	0.0385	0.0649	0.5936	0.5531	-0.089	0.166
	Expertise	-0.047	0.0595	-0.7904	0.4297	-0.164	0.0699
	Mutual Benefit	-0.0863	0.0523	-1.6497	0.0997	-0.1892	0.0165
	Reward	0.0156	0.0593	0.264	0.7919	-0.1008	0.1321
	Relationship	0.0492	0.0535	0.9199	0.3581	-0.0559	0.1543
Commit. to Teaching	Rules	-0.0072	0.0448	-0.1599	0.873	-0.0953	0.0809
	Teacher Mindfulness	**0.1162**	**0.0405**	**2.8687**	**0.0043***	**0.0366**	**0.1957**
	Administrator Mindfulness	0.0498	0.0396	1.2594	0.2085	-0.0279	0.1276
	Authority Power	-0.057	0.0497	-1.1463	0.2523	-0.1547	0.0407
	Expertise	-0.0627	0.0456	-1.3746	0.1699	-0.1523	0.0269
	Mutual Benefit	-0.0172	0.0401	-0.4294	0.6678	-0.096	0.0616
	Reward	-0.0071	0.0454	-0.1573	0.8750	-0.0964	0.0821
	Relationship	0.049	0.041	1.1949	0.2328	-0.0316	0.1295
Teacher Mind.	Rules	-0.0749	0.0571	-1.3129	0.1899	-0.187	0.0372
	Authority Power	**-0.3478**	**0.0536**	**-6.4878**	**0.000***	**-0.4532**	**-0.2425**
	Expertise	**0.2191**	**0.0572**	**3.8312**	**0.0001***	**0.1067**	**0.3315**
	Mutual Benefit	**-0.1336**	**0.0509**	**-2.6255**	**0.0089***	**-0.2336**	**-0.0336**
	Reward	-0.0655	0.0571	-1.147	0.252	-0.1776	0.0467
	Relationship	**0.1409**	**0.052**	**2.7103**	**0.007***	**0.0387**	**0.2431**
Admin. Mind.	Rules	0.0562	0.0584	0.9627	0.3362	-0.0585	0.171
	Authority Power	**-0.7476**	**0.0549**	**-13.6264**	**0.000***	**-0.8554**	**-0.6398**
	Expertise	**0.2001**	**0.0585**	**3.4191**	**0.0007***	**0.0851**	**0.3151**
	Mutual Benefit	-0.0926	0.0521	-1.778	0.0761	-0.1949	0.0097
	Reward	**0.1753**	**0.0584**	**3.0018**	**0.0028***	**0.0605**	**0.2901**
	Relationship	0.0536	0.0532	1.0067	0.3146	-0.051	0.1581

*p<0.05

The results signified that none of the sub-dimensions of the "Administrators' Teacher Influencing Tactics Scale" as "Rules, Expertise, Mutual Benefit, Reward, Relationship and Authority Power" have a significant effect on the sub-dimensions of the "Organizational Commitment Scale". While the Teacher Mindfulness intermediate variable have a significant effect on all sub-dimensions of the Organizational Commitment Scale, the School Mindfulness Scale have a significant effect on the Commitment to School, Commitment to Colleagues, and Commitment to Teaching Profession sub-dimensions of the Organizational Commitment Scale.

The Effect of Administrators' Influencing Tactics on School Mindfulness

As stated in Table 10, the variable which have an effect on intermediate variables are as follows; while Authority Power, Expertise, Mutual Benefit, and Relationship sub-dimensions have a significant effect on Teacher Mindfulness; the Authority Power, Expertise, and Reward sub-dimensions have a significant effect on Administrator mindfulness.

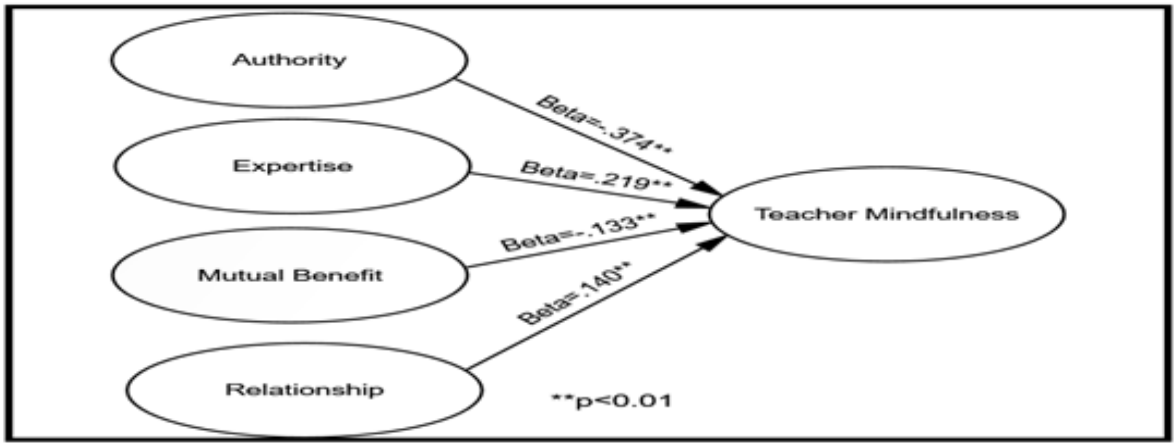

Figure 1. The Effects of Administrators' Teacher Influencing Tactics on Teacher Mindfulness

The authority power and expertise have a predictive effect on both Teacher Mindfulness and Administrator Mindfulness. While Mutual Benefit and Relationship sub-dimensions have a predictive effect on Teacher Mindfulness, Reward has a predictive effect on the Administrator Mindfulness. This situation signifies that the use of authority power by the administrator reduces the teacher mindfulness while the use of expertise increases the teacher mindfulness.

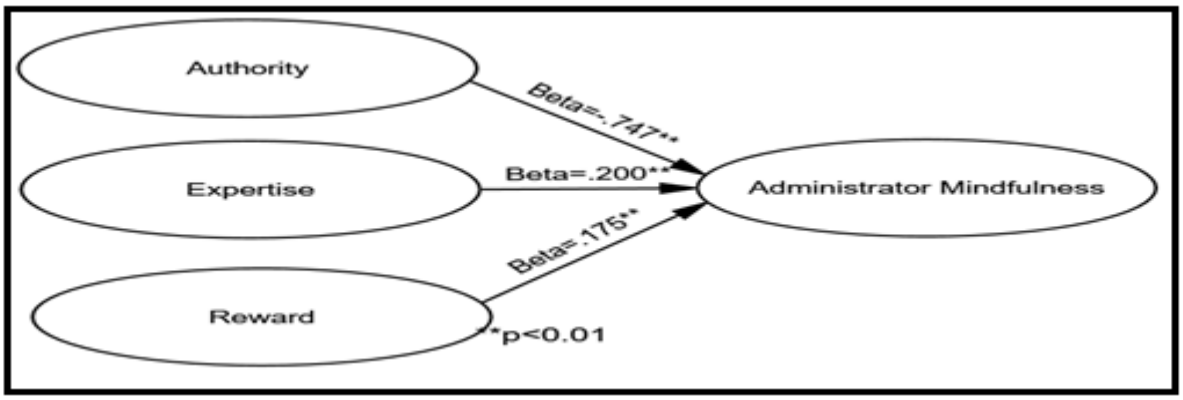

Figure 2. The Effects of Administrators' Teacher Influencing Tactics on Administrator Mindfulness

Moreover, it was found that the use of reward by the administrator to influence the teachers' increases the administrator mindfulness, whereas the use of relationship increases the teacher mindfulness. On the other hand, it was found that the use of mutual benefit by the administrators to influence the teachers reduces the teacher mindfulness.

The Effects of School Mindfulness on Teachers' Organizational Commitment

Table 10 represents the significant difference and the positive effect of the Teacher Mindfulness on Commitment to School, Commitment to Colleagues, Commitment to the Teaching Profession and Commitment to Teaching sub-dimensions. It is possible to state that when the Teacher Mindfulness increases, these commitment types are likely to increase. Additionally, the effect of Teacher Mindfulness on Commitment to Politics was found to be negative and statistically significant, meaning that an increase in the Teacher Mindfulness decreases the Commitment to Politics.

Teacher mindfulness increases the teachers' commitment to the school, commitment to the profession, commitment to the colleagues and commitment to teaching but decreases the commitment to politics.

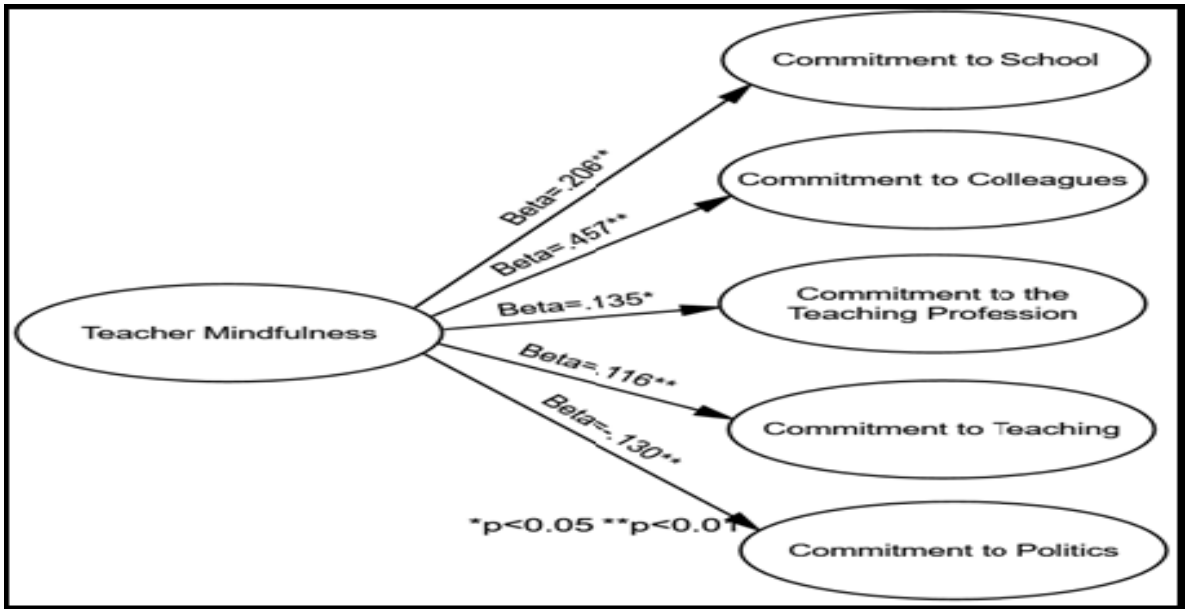

Figure3. The Effects of School Mindfulness on Teachers' Organizational Commitment

It is found that Administrator Mindfulness have a positive and significant effect on Commitment to School, Commitment to Colleagues, and Commitment to Teaching Profession sub-dimensions. According to this result, it is possible to state that an increase in administrators' mindfulness increases the teachers' commitment to school, commitment to colleagues and commitment to the teaching profession.

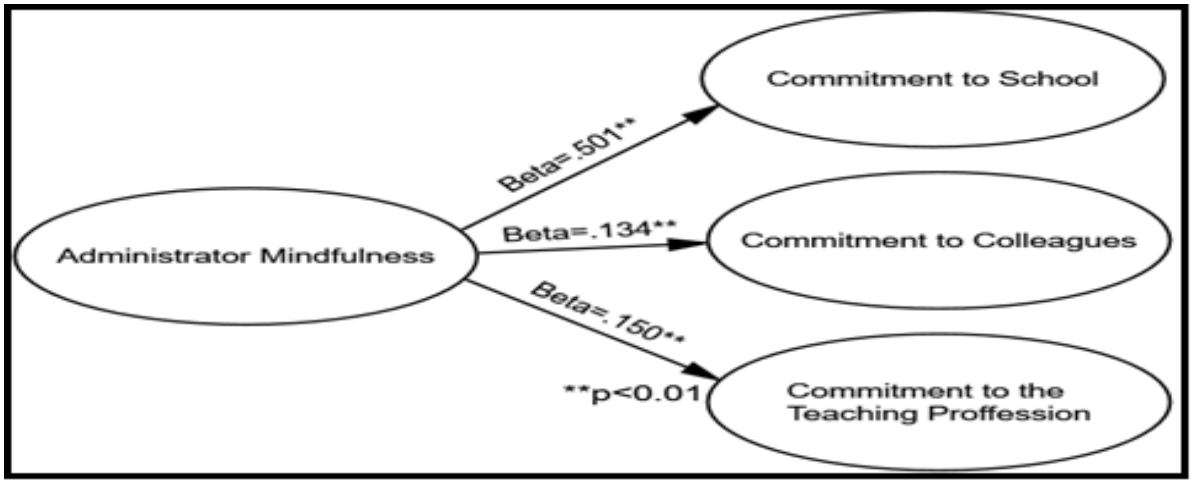

Figure 4. The Effects of School Mindfulness on Teachers' Organizational Commitment

When the results of the direct effects are assessed in general, it was found that the Administrators' Teacher Influencing Scale's sub-dimensions do not have an effect on Organizational Commitment.

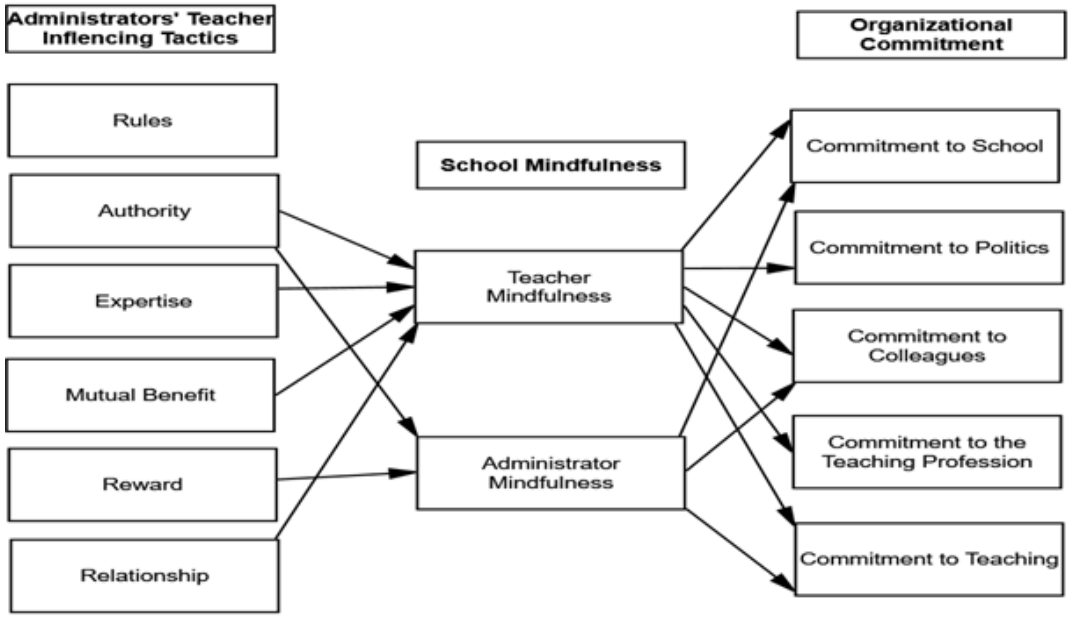

Figure5. The Model of Significant Direct Effects

However, some of the sub-dimensions have effects on Teacher Mindfulness and Administrator Mindfulness. Moreover, Teacher Mindfulness and Administrator Mindfulness intermediate variables have a significant effect on the Organizational Commitment.

Administrator's Teacher Influencing Behavior's Effects on Organizational Commitment within the School Mindfulness Intermediate Variable

Research findings revealed that there is an indirect effect between the administrators' influencing tactics, school mindfulness and organizational commitment. Within this scope, it can be mentioned that Administrators' Teacher Influencing Tactics are likely to have a significant effect on Organizational Commitment with the School Mindfulness intermediate variable.

In order to analyze this intermediary effect found out in the research, the indirect effects were examined and presented in Table 11. This table only reflects the significance values of the indirect effects.

Table11. The Administrator's Teacher Influencing Behavior's Effects on Organizational Commitment (according to sub-dimensions) within the School Mindfulness Intermediate Variable

Independent Variable	**Intermediary Variable**	**Dependent Variable**	**Effect**	**Boot SE**	**Boot LLCI**	**Boot ULCI**
Administrators' Influencing Behavior	**School Mindfulness**	**Organizational Commitment**				
Authority Power	Teacher Mindfulness	**Commitment to School**	-0.0708	0.0232	-0.1195	**-0.0301**
	Administrator Mindfulness		-0.3751	0.0456	-0.4685	**-0.2878**
Expertise	Teacher Mindfulness		0.0446	0.0155	0.0182	0.0784
	Administrator Mindfulness		0.1004	0.0314	0.0412	0.1658
Mutual Benefit	Teacher Mindfulness		-0.0272	0.0126	-0.0553	**-0.0064**
Reward	Administrator Mindfulness		0.088	0.0322	0.0227	0.1498
Relationship	Teacher Mindfulness		0.0287	0.0138	0.0073	0.0604
Authority Power	Teacher		0.0455	0.0202	0.0097	0.0898

	Mindfulness					
Expertise	Teacher Mindfulness	**Commitment to Politics**	-0.0287	0.0131	-0.0572	**-0.0067**
Mutual Benefit	Teacher Mindfulness		0.0175	0.0096	0.0025	0.0396
Relationship	Teacher Mindfulness		-.0184	.0102	-.0426	**-.0026**
Authority Power	Teacher Mindfulness	**Commitment to Colleagues**	-0.159	0.0292	-0.2187	**-0.1043**
Authority Power	Administrator Mindfulness		-0.1002	0.0424	-0.1793	**-0.0121**
Expertise	Teacher Mindfulness		0.1002	0.0259	0.0506	0.1525
Expertise	Administrator Mindfulness		0.0268	0.0149	0.0023	0.0605
Mutual Benefit	Teacher Mindfulness		-0.0611	0.024	-0.112	**-0.018**
Reward	Administrator Mindfulness		0.0235	0.0128	0.0014	0.0511
Relationship	Teacher Mindfulness		0.0644	0.0224	0.0229	0.1104
Authority Power	Teacher Mindfulness	**Commitment to the Teaching Profession**	-0.0473	0.0224	-0.0937	**-0.0056**
Authority Power	Administrator Mindfulness		-0.1122	0.0465	-0.2066	**-0.0222**
Expertise	Teacher Mindfulness		0.0298	0.0151	0.0036	0.0618
Expertise	Administrator Mindfulness		0.03	0.0155	0.0052	0.066
Mutual Benefit	Teacher Mindfulness		-0.0182	0.0112	-0.0451	**-0.001**
Reward	Administrator Mindfulness		0.0263	0.0153	0.0029	0.0621
Relationship	Teacher Mindfulness		0.0192	0.0122	0.0013	0.0472
Authority Power	Teacher Mindfulness	**Commitment to Teaching**	-0.0404	0.0189	-0.0800	**-0.0057**
Expertise			0.0255	0.012	0.0036	0.0514
Mutual Benefit			-0.0155	0.0092	-0.0370	**-0.0012**
Relationship			0.0164	0.0096	0.0015	0.0380

As it can be seen in Table 11, within the intermediary effect of the Teacher Mindfulness; the Expertise, Mutual Benefit, and Relationship sub-dimensions of the Administrators' Teacher Influencing Tactics on Commitment to School was measured as positive and significant, whereas the Authority Power sub-dimension was measured to have a negative and significant effect on Commitment to School within the intermediate effect of Teacher Mindfulness. This mediating effect was measured to be a total effect, so that the effect of the predictive variables on the dependent variable was insignificant without the intermediate effect. When the regression coefficients of the variables are examined, the effects were found to be at a low level.

Within the intermediary effect of the Administrator Mindfulness; the Expertise, and the Reward sub-dimensions of the Administrators' Teacher Influencing Tactics on Commitment to School was measured as positive and significant, whereas the Authority Power sub-dimension was measured to have a negative and significant effect on Commitment to School within the intermediate effect of the Administrator Mindfulness. Likewise, the total effect was measured within the variables and the effect of Authority Power sub-dimension was found to be at a moderate level.

Commitment to School, Commitment to Colleagues, and Commitment to the Teaching Profession: All of the sub-dimensions of the Administrators' Teacher Influencing behaviors have an effect on teachers' Commitment to School, Commitment to Colleagues and Commitment to the Teaching Profession within the

intermediate effect of the School Mindfulness. This effect was measured to decrease the teachers' commitment to school, commitment to colleagues, and commitment to the teaching profession due to the administrators' authority power and mutual benefit behaviors over the school mindfulness, which also has a characteristic feature to increase these commitment levels of the teachers from the other sub-dimensions' effects.

Commitment to Teaching Profession: The findings revealed that the administrators' influencing behaviors that depend on authority power, mutual benefit, relationship and expertise have an effect on teachers' commitment to the teaching profession over teacher mindfulness' intermediate effect. It was found out that administrators' expertise and relationship behaviors increases teachers' commitment to school within the effect of the teacher mindfulness intermediate variable, whereas the administrators' authority power and mutual benefit behaviors decreases the teachers' commitment to the teaching profession.

Commitment to Politics: Administrators' informal influencing behaviors that depend on relationship, mutual benefit, expertise, and authority power were found to have an effect on teachers' commitment to politics over teacher mindfulness intermediate variable. While the administrators' authority power and mutual benefit behaviors increase the teachers' commitment to politics, the informal relationship with the teachers and the expertise decreases the teachers' commitment to politics.

According to Table 12, within the intermediate effect of the teacher mindfulness, the Authority Power and Mutual Benefit sub-dimensions were measured to have a negative and significant effect on the Commitment to Teaching Profession, whereas the Expertise and the Relationship sub-dimensions have a positive and significant effect on the Commitment to Teaching Profession within the intermediate effect of teacher mindfulness. The total effect was also found in this model in which the indirect effects were examined. When the regression coefficients are examined the effect was found to be at a low level.

Table 12. The Administrator's Teacher Influencing Behavior's (according to sub-dimensions) Effect on the Organizational Commitment within the School Mindfulness Intermediate Variable

Independent Variable	**Intermediate Variable**	**Dependent Variable**	**Effect**	**Boot SE**	**Boot LLCI**	**Boot ULCI**
Administrator's Influencing Behavior	**School Mindfulness**	**Organizational Commitment**				
Authority Power	Teacher Mindfulness	**Political Commitment**	0.0455	0.0202	0.0097	0.0898
	Teacher Mindfulness	**Commitment to Colleagues**	-0.159	0.0292	-0.2187	**-0.1043**
	Administrator Mindfulness		-0.1002	0.0424	-0.1793	**-0.0121**
	Teacher Mindfulness	**Commitment to the Teaching Profession**	-0.0473	0.0224	-0.0937	**-0.0056**
	Administrator Mindfulness		-0.1122	0.0465	-0.2066	**-0.0222**
	Teacher Mindfulness	**Commitment to Teaching**	-0.0404	0.0189	-0.0800	**-0.0057**
	Teacher Mindfulness	**Commitment to School**	-0.0708	0.0232	-0.1195	**-0.0301**
	Administrator Mindfulness		-0.3751	0.0456	-0.4685	**-0.2878**
Expertise	Teacher Mindfulness	**Political Commitment -**	-0.0287	0.0131	-0.0572	**-0.0067**
	Teacher Mindfulness	**Commitment to School**	0.0446	0.0155	0.0182	0.0784
	Administrator Mindfulness		0.1004	0.0314	0.0412	0.1658
	Teacher Mindfulness	**Commitment to Colleagues**	0.1002	0.0259	0.0506	0.1525
	Administrator Mindfulness		0.0268	0.0149	0.0023	0.0605

	Teacher Mindfulness	**Commitment to the Teaching Profession**	0.0298	0.0151	0.0036	0.0618
	Administrator Mindfulness		0.03	0.0155	0.0052	0.066
	Teacher Mindfulness	**Commitment to Teaching**	0.0255	0.012	0.0036	0.0514
Relationship	Teacher Mindfulness	**Commitment to School**	0.0287	0.0138	0.0073	0.0604
		Political Commitment -	-.0184	.0102	-.0426	**-.0026**
		Commitment to Colleagues	0.0644	0.0224	0.0229	0.1104
		Commitment to Teaching	0.0164	0.0096	0.0015	0.0380
		Commitment to the Teaching Profession	0.0192	0.0122	0.0013	0.0472
Mutual Benefit	Teacher Mindfulness	**Political Commitment +**	0.0175	0.0096	0.0025	0.0396
		Commitment to Colleagues	-0.0611	0.024	-0.112	**-0.018**
		Commitment to the Teaching Profession	-0.0182	0.0112	-0.0451	**-0.001**
		Commitment to Teaching	-0.0155	0.0092	-0.0370	**-0.0012**
		Commitment to School	-0.0272	0.0126	-0.0553	**-0.0064**
Reward	Administrator Mindfulness	**Commitment to the Teaching Profession**	0.0263	0.0153	0.0029	0.0621
		Commitment to Colleagues	0.0235	0.0128	0.0014	0.0511
		Commitment to School	0.088	0.0322	0.0227	0.1498

When each of the administrators' influencing tactics sub-dimensions' effects on teachers' organizational commitment were examined the results are as follows.

The Authority power: The use of Authority Power by the administrators to influence the teachers affects all of the sub-dimensions of the Teachers' Organizational Commitment over both of the two sub-dimensions. While this effect helps to increase the teachers' commitment to politics, it has a decreasing effect on the rest of the sub-dimensions of the Organizational Commitment.

Expertise: Administrators' use of expertise to influence the teachers has an effect on organizational commitment over school mindfulness. It was found that, this effect decreases the teachers' commitment to politics while increasing their commitment levels in other sub-dimensions.

Mutual Benefit: The administrators' use of mutual benefit affects all of the sub-dimensions of the Organizational Commitment over Teacher Mindfulness. While the mutual benefit behavior increases the teachers' commitment to politics, it decreases the commitment levels in the other sub-dimensions.

Relationship: The administrators' use of informal and sincere Relationship to influence the teachers affects all of the sub-dimensions of the Organizational Commitment over Teacher Mindfulness. While the informal relationship of the administrators'' to influence the teachers decreases the teachers' commitment to politics, it increases the commitment levels in other sub-dimensions.

Reward: The administrators' use of Reward to influence increases the teachers' commitment to the teaching profession, relationship with other teachers, and commitment to school over Administrator Mindfulness.

The Effects of Demographic Variables

Teacher Demographics: In order to examine the significant difference between the teacher influencing tactics,

school mindfulness and organizational commitment levels, non-parametric Mann Whitney U and Kruskal Wallis tests were applied.

It was found that the teachers' Commitment to Politics (U=20484,5, p≤.05), Commitment to the Teaching Profession (U=20246, p≤.05), the administrators' use of Authority Power (U=20568, p≤.05), Mutual Benefit (U=20337, p≤.05), Reward (U=19310, p≤.05), and Relationship (U=17649, p≤.05) to influence the teachers signified a statistically meaningful difference (U=17649, p≤.05) according to the gender variable. Findings revealed that, the teachers' level of commitment to politics, the level of the administrators' tactics to influence the teachers with the use of power, the level of the administrators' tactics to influence the teachers with mutual benefit, the level of the administrators' tactics to influence the teachers with the use of reward, and the level of the administrators' tactics to influence the teachers with relationship were higher in men rather than the women. The teachers' commitment to the teaching profession was found higher in women rather than the men.

Seniority: Kruskal Wallis test results revealed that teachers' Commitment to Politics differs according to the seniority level (x^2=21.906, p≤.05). The multiple comparisons signified that there was a significant difference in terms of commitment to politics between the teachers with less than a year seniority and the teachers with 26 years and more seniority, and also the teachers with 1-5 years of seniority and the teachers with 26 years and more seniority, in favor of the ones with 26 years and more seniority level.

Kruskal Wallis test results revealed that teachers' Commitment to Politics differs according to the seniority level (x^2=21.906, p≤.05). The multiple comparisons signified that the level of the commitment to politics of the teachers with 26 years and more seniority was higher than the ones with 1-5 years seniority and also with the ones with less than a year of seniority.

Age: The teachers' level of Commitment to Politics was found to be significant (x^2=19,288, p≤.05), according to the Kruskal Wallis test conducted for the age variable. The multiple comparison test results revealed that teachers with 51 years and more age have higher scores rather than the ones with 20-30 years and the ones with 31-40 years of age.

The School Type: According to the Kruskal Wallis test results, the Teacher Mindfulness (x^2=14,904, p≤.05) and Teacher Influencing Tactics based on the use of the Rules (x^2=13,797, p≤.05) differs according to the school type of the participants. The multiple comparison test results revealed that teachers who teach in vocational schools have lower scores of Teacher Mindfulness rather than the ones who teach at the primary level. The teachers who teach at the primary level have lower scores in the administrators' use of the Rules in teacher influencing rather than the ones who teach at the secondary level.

The Service time: According to the Kruskal Wallis test conducted for the service time of the teachers, it was found that teachers' Commitment to Politics (x^2=13,444, p≤.05), Commitment to Teaching Profession (x^2=19,457, p≤.05), and Administrator Mindfulness (x^2=11,481, p≤.05) have significant differences. When the service time of the teachers increases the administrator mindfulness decreases. On the other hand, the increase in the teachers' service time also increases their commitment to the teaching profession.

The Examination of the Teacher Influencing Tactics' Effects on Organizational Commitment

The Effect of Administrators' Teacher Influencing Behavior on Commitment to School: The model that was developed to predict teachers' Commitment to School sub-dimension over teachers' Organizational Commitment level was found significant (F (457,6)= 28.358, p≤.05, R^2 =.27. Amongst the administrators' teacher influencing tactics; Authority Power, Expertise, Relationship were found to be the significant (respectively; t= -8.618, t= 3.480, t= 2.009, p≤.05; within 95 % reliability intervals no zero degree was detected) predictors of the Commitment to School sub-dimension of the Organizational Commitment Level.

The Effect of Administrators' Teacher Influencing Tactics on the School Sub-dimension of Organizational Commitment: When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the power based teacher influencing level, .447 points decrease happens in the teachers' commitment to school levels, one unit of increase in the standard deviation in the expertise based teacher influencing, .171 points increase happens in the teachers' commitment to school levels, and one unit of increase in the standard deviation in the relationship based teacher influencing, .107 points increase happens in the teachers' commitment to school levels if the other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the Teachers' Commitment to Politics: The model that was developed to predict teachers' Commitment to Politics sub-dimension over teachers' Organizational Commitment level was found significant (F (457,6)= 10.988, p≤.05, R^2 =.126. The Authority Power based influencing tactics amongst the administrators' teacher influencing tactics were found to be the significant (b_1=.191, t= 3.773, p≤.05) predictor of Commitment to Politics sub-dimension of the Organizational Commitment Level.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the authority power based teacher influencing level, .214 points increase happens in the teachers' commitment to politics levels. The developed model predicts 13% of the teachers' commitment to politics levels if other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the Teachers' Commitment to Colleagues The model that was developed to predict teachers' Commitment to Colleagues sub-dimension over teachers' Organizational Commitment level was found significant (F (457,6)= 5.956, p≤.05, R^2 =.73. The Authority Power based influencing tactics amongst the administrators' teacher influencing tactics were found to be the significant (b_1=.-.167, t= -3.039, p≤.05) predictor of Commitment to Colleagues sub-dimension of Organizational Commitment Level.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the power based teacher influencing level, .178 points increase happens in the teachers' commitment to politics levels. The developed model predicts 7% of the teachers' commitment to colleague levels if other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the Teachers' Commitment to the Teaching Profession: The model that was developed to predict teachers' Commitment to Teaching Profession sub-dimension over teachers' Organizational Commitment level was found significant (F (457,6)= 3.882, p≤.05, R^2 =.048 The Mutual Benefit based influencing tactics amongst the administrators' teacher influencing tactics were found to be the significant (b_1=.-,118, t= -2.222, p≤.05) predictor of Commitment to the Teaching Profession sub-dimension of Organizational Commitment Level.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the mutual benefit based teacher influencing level, .147 points decrease happens in the teachers' commitment to the teaching profession levels. The developed model predicts 5% of the teachers' commitment to the teaching profession levels if other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the Teachers' Commitment to the Teaching: The model that was developed to predict teachers' Commitment to Teaching sub-dimension over teachers' Organizational Commitment level was found significant (F (457,6)= 3.391, p≤.05, R^2 =.43 The Authority Power based influencing tactics amongst the administrators' teacher influencing tactics were found to be the significant (b_1= -.132, t= -3.103, p≤.05) predictor of Commitment to the Teaching sub-dimension of Organizational Commitment Level.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the power based teacher influencing, .184 points decrease happens in the teachers' commitment to the teaching profession levels. The developed model predicts 4% of the teachers' commitment to the teaching profession levels if other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the School Mindfulness: The model that was developed to examine the variables that have an effect on teachers' School Mindfulness was found significant (F (457,6)= 24.476, p≤.05, R^2 =.243) Amongst the administrators' teacher influencing tactics; The Power based influencing tactics (b_1=-.348), Mutual Benefit based influencing tactics (b_2=-.134), and Relationship based influencing tactics (b_1=.141) were found to be the significant (t= -6.488, t= 3.831, t= -2.625, t=2.710 respectively) predictors of teachers' School Mindfulness level.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the power and mutual benefit based teacher influencing level, .343 and .155 points decrease

happens in the teachers' school mindfulness, and one unit of increase in the standard deviation in the expertise and relationship based teacher influencing level creates .192 and .148 points increase happens on the teachers' school mindfulness. The developed model predicts 24% of the teachers' school mindfulness levels if other variables were controlled.

The Effect of Administrators' Teacher Influencing Behavior on the Administrators' School Mindfulness: The model that was developed to examine the variables that have an effect on administrator' School Mindfulness was found significant (F (457.6)= 28.320, p≤.05, R^2 =.470. Amongst the administrators' teacher influencing tactics; Authority Power based influencing tactics (b_1=-.748), Expertise based influencing tactics (b_2=.200), and Reward based influencing tactics (b_1=.175) were found to be the significant (t= -13.626, t= 3.419, t=3.002 respectively) predictors of Administrator Mindfulness.

When the standardized beta coefficients were examined, it was found that one unit of increase in the standard deviation in the authority power and mutual benefit based teacher influencing levels .601 and .093 points decrease happens on the administrators' school mindfulness, and one unit of increase in the standard deviation in the authority power and mutual benefit based teacher influencing levels .139 and .125 points increase happens on the administrators' school mindfulness. The developed model predicts 47% of the administrators' school mindfulness if other variables were controlled.

The Effect of School Mindfulness on the Organizational Commitment: The model that was developed to examine the variables that have an effect on teachers' Organizational Commitment was found significant. The teacher Mindfulness was significant in all sub-dimensions of the Organizational Commitment (b_1=.211,-.165, .442, .140, .122, p<.05 respectively), and the Administrator Mindfulness was found significant in Commitment to School, Commitment to Colleagues, and Commitment to the Teaching profession sub-dimensions (b_1=.523, -.114,.092, .146, p<.05, respectively).

Examination of the Effects of Administrators' Teacher Influencing Tactics on Organizational Commitment within the School Mindfulness Intermediate Variable
In order to examine this effect, the direct and indirect relations between the variable OLS technique was utilized. In the analysis of the relation between the variables for α=0.95 and by means of the Bootstrap technique (5000), the obtained coefficients' ranges within %95 possibility the significance values were examined. If these ranges included zero value, it was concluded that the variables' effect on the other variables were not significant. The direct and indirect effects are presented in Figure 6.

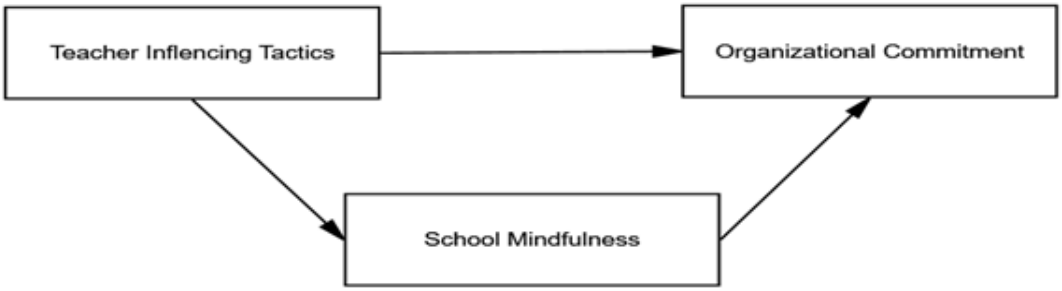

Figure 6. The Intermediator Model

Table13. The Direct Effects

Depend. Variable	Predictive Variable	ß Coeff.	Stand. Error	t	p	Upper b. G.A.	Lower b. G.A.
Org. Commit.	Teacher Influencing Tactics	.0727	.0363	2.003	.0461	.0013	.1441
	School Mindfulness	.3731	.0228	16.3587	.0000	.3283	.4179
School Mindfulness	Teacher Influencing Tactics	-.5576	.0694	-8.0287	.0000	-.6941	-.4211

*p<0.05

As stated in Table 13, "Administrators' Teacher Influencing Tactics" have a positive and significant effect on the "Organizational Commitment". Moreover, "Administrators' Teacher Influencing Tactics" have a negative and significant effect on the "School Mindfulness". Additionally, the "School Mindfulness" have a positive and

significant effect on the "Organizational Commitment". Therefore, it is possible to state that all of the direct effects in the model were found to be significant.

Table14. The Indirect Effects

Indirect Effect	Effect	%95 confidence interval	Lower b. G.A	Upper b. G.A.
Teacher Influencing Tactics ➡ School Mindfulness ➡ Org. Commitment	-0.2080	0.0287	-0.2684	-0.1556

Table 14 reflects the indirect effects of the variables in the research. Administrators' teacher influencing tactics have a negative and significant effect on organizational commitment with the intermediate effect of the school mindfulness. So that the direct and indirect effects on the dependent variable were significant, the intermediate effects were measured to be partial.

THE RESULTS

One of the important findings in this research is that the administrators' influencing tactics directly increases the teachers' organizational commitment whereas these influencing tactics decreases the teachers' organizational commitment within the effect of the school mindfulness as the intermediate variable. Moreover, administrators' teacher influencing tactics decreases school mindfulness but increases teachers' organizational commitment.

The decreasing effect of the administrators' influencing tactics on the teachers' organizational commitment over school mindfulness can possibly depend on the dominance of the administrators' mindfulness. Teachers' organizational commitment highly depends on the intrinsic rewards rather than the extrinsic rewards. The authority power, mutual benefits and rewards which have formal sanctions over an administrator's and a teacher's mindfulness form intrinsic motivators like expertise.

The result drawn from this situation is that external pressure and rewards are active in the influencing tactics. Under these circumstances, we cannot expect an increased organizational commitment from a group of teachers who are under the effect of an extrinsic pressure and reward. The administrators' aim to affect the teachers depending on their expertise and the reward style is the desired administrative behavior in terms of teacher's organizational commitment. Depending on this reason, the influencing behavior which is expertise and reward based is not expected to have an effect on the organizational commitment over teacher mindfulness.

On the other hand, the best explanation of the school mindfulness' positive and direct effect on organizational commitment is that without the effect of any variable or related with it, an administrator group's or a teacher group's common understanding in the process of fulfillment of the school's aims with an effective way, is in fact a reflection of an understanding that creates a surrounding for the organizational commitment. Depending on this reason, we can say that school commitment increases teachers' organizational commitment.

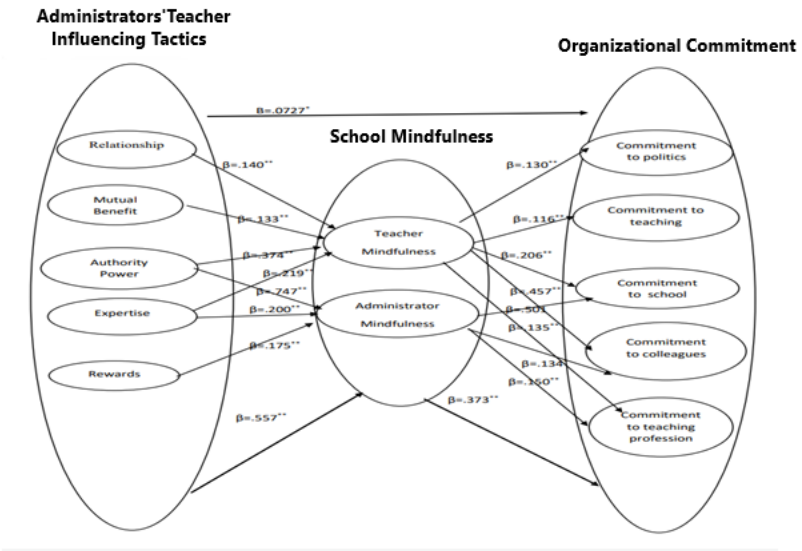

Figure7. The Direct and Indirect Effect Model between the Teacher Influencing Tactics, School Mindfulness and Organizational Commitment

Administrators' use of authority power and mutual benefit in the communication with the teachers effects the teachers' commitment to teaching negatively whereas sincere communication that depends on expertise effects the teachers' commitment to teaching and increases the productivity. The leading point in this situation is that the administrators feel more effective when their expertise and reward power are combined.

The teacher mindfulness related to design qualified teaching activities decreases the teachers' commitment to politics, but increases the teachers' commitment to school, commitment to the teaching profession, commitment to teaching and commitment to colleagues.

The administrators'' influencing tactics that depend on the authority power only increases the teachers' commitment to politics. Considering that commitment is a concept based on psychological inclusion and high internal satisfaction, the authority power depends only giving orders would have a negative effect on the teachers' multi-dimensional commitment.

It is possible to state that, the administrators' influencing behavior that depends on the authority power and mutual benefit creates a teacher perspective (a political one) that is suitable with the administrators' values and beliefs. On the other hand, when the administrators' use reward power combined with the authority power, the teachers' school mindfulness and organizational commitment decreases so that this use of power is perceived as a form of threat. When the reward power is used with expertise it increases school mindfulness and organizational commitment.

An administrator's use of authority power to convince a teacher to get a membership from the educational syndicate that the administrator is already a member can stand as a good example for this situation.
It was found that the administrators' capacity that their status requires, which is having an instructional leadership virtue, increases all commitment types of the teachers except their commitment to politics. We can state that, the administrators who have the capacity to rule increase the teachers' commitment to the teaching profession, commitment to school, commitment to teaching and commitment to the colleagues rather than developing the teachers' commitment to politics.

Administrators' sincere and close relationship with the teachers that focuses on teaching increases the teachers' commitment to teaching.

The administrators' influencing tactics that depend on mutual benefit within the school mindfulness intermediate effect increases teachers' commitment to politics, but decreases other commitment types. The result is that, the teachers' approaches to their profession to fulfill their duties effectively depend on a high sense of responsibility rather than a beneficiary behavior.

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