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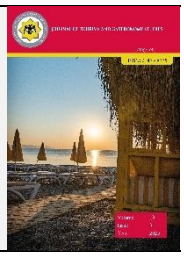

The Effect of Distributed Leadership on Organizational Commitment in Hotels: The Erzurum Case **

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Abstract

One concept thought to influence organizational commitment is distributed leadership. Although distributed leadership has been examined in terms of its effect on organizational commitment in the education sector, there are few studies examining this relationship in areas such as the tourism sector, where interaction is high. Therefore, this study aims to examine the relationship between the perceptions of distributed leadership and organizational commitment among hotel employees working in Erzurum province. Distributed leadership practices and employee organizational commitment are generally factors that emerge in the long term. Based on this, seasonal employees working in 4- and 5-star hotels in Erzurum were not included in the research, and a survey was administered to 455 permanent employees. Each hypothesis was then tested using Regression Analysis. According to the findings of the study, distributed leadership has a positive and significant effect on organizational commitment. All sub-dimensions of distributed leadership also have a positive and significant effect on the sub-dimensions of organizational commitment.

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INTRODUCTION

Leadership is a concept that has been the subject of research since the early periods of history. Especially since the beginning of the 20th century, the importance given to leadership research has increased. The studies, which started with the assumption that one cannot be a leader, but is born a leader, continued with researches aimed at determining the characteristics of leaders (Koçel, 2005). Studies on the subject continued with scientific researches to examine the behavioral characteristics of leaders and to determine which common behaviors they have. As a result of the emergence of the approach that thinks that the strategy of being the most effective on the group may vary from situation to situation, the concept of situational leadership emerged and research continued (Koçel, 2003). Studies continued with modern leadership behaviors. Today, instead of a single “hero” in the classical leadership approach, participatory, organizational "distributed" leadership, where the opinions of most or all employees are important approach has started to be used. Distributed leadership helps to increase organizational capacity and has become one of the most important elements of being more efficient (Woods, 2004, p. 5).

Organizational commitment refers to the strength of the bond that employees feel towards the organization they work for. Organizational commitment also means that the values of the employee match with the values of the organization. Organizational commitment is believed to positively affect employee motivation and performance. It is of great importance that employees are committed to the organization in various aspects (Sheldon, 1971, p.143). Because organizational commitment ensures that employees come to work willingly, reduces employee turnover rate and increases customer satisfaction as the service standards offered will be high. Providing factors that will motivate employees and increase their commitment to the organization should be one of the important tasks of managers (Meyer and Allen, 1991, p. 61).

All studies in the literature have used distributed leadership in the field of education. However, distributed leadership has an important place especially in hotel organizations where mutual interaction is the most intense. In this sense, this study is designed to fill this gap in the literature. In the literature, studies examining the effect of distributed leadership on organizational commitment (e.g., Samancıoğlu et al., 2020; Ağıroğlu Bakır & Aslan, 2015) are mostly limited to specific fields such as the education sector. While this relationship is seen as positive and significant at the national level, meta-analytic evaluations indicate that the relationship is generally weak to moderate in the educational context (Selvitopu & Kaya, 2017). Furthermore, international studies have mostly focused on school environments, and which sub-dimensions of organizational commitment (such as emotional, continuance, and normative commitment) are effective have not been sufficiently distinguished. Additionally, there is insufficient empirical data in the private sector (e.g., technology, manufacturing, finance, tourism) or in different cultural contexts (outside Turkey). Therefore, this study will contribute to the literature by addressing this issue in the tourism sector.

In the light of this information, this thesis will examine the relationship between the concepts of distributed leadership and organizational commitment. The main hypothesis here is distributed leadership has a positive and significant effect on organizational commitment.

Distributed Leadership

Distributed leadership is an issue that has come to the fore especially towards the end of the 1990s. Gronn, who is one of the important names of researchers in theoretical studies on distributed leadership, underlined that the Social

Psychology literature in the 1950s can be regareded as the first references to distributed leadership (Ağıroğlu & Bakır, 2013, p.26).

The first known study on distributed leadership was made by Gibb in 1954 (Özdemir, 2012, p.5). In this study, Gibb explained that the leadership was distributed among the group members, and Gronn, who summarized Gibb's ideas in his own work, also touched upon this subject in Gibb's (1954) work called "Handbook of Social Psychology" (Sarıçiçek, 2014, p.10).

Older leadership approaches generally focus on the relationship between leader and followers. In older leadership approaches, an individual takes the responsibility of leadership alone. In recent years, the view of sharing the leadership within the organization rather than the understanding that the leadership is carried out by a single person is more accepted. Rather than an understanding of a leader who can do everything alone, the understanding of leadership which defines leadership as a process that is distributed and shared and at the same time aims to benefit from the leadership capacities of individuals at the highest level is getting more support every day (Harris et al., 2007).

It is possible to encounter various definitions in the literature on distributed leadership. The first known study of distributed leadership was done by Gibb in 1954. In this work, Gibb advocated the view that leadership is distributed among group members.

According to Spillane, Halverson and Diamond (2001), distributed leadership is the process of firstly distributing the work between the leader and the followers and then integrating the work done by the group members. In this sense, the leadership function can be seen a process that involves sharing the work among members of a group and thusly doing it by the interaction of more than one leader. According to Spillane, Halverson and Diamond (2001), distributed leadership can be metaphorically compared to a dance performed by the leader and followers. In this dance, the leader and the followers interact. While this interaction is very significant during the dance, it is not sufficient on its own. Because the dance is performed with a musical accompaniment. For this reason, the dancing leader and followers need to adapt themselves to the rhythm of the music. In this context, it is understood that Spillane, Halverson and Diamond consider distributed leadership as harmony between leaders and followers. As it can be understood, Spillane and others' understanding of distributed leadership is similar to Fiedler's Situational Leadership Theory. The theory revealed that the effect of the leader on the group basically depends on the structure of the group (As cited in Coleman & Earley, 2005, p. 10).

Some definitions of distributed leadership are as follows:

- Distributed leadership focuses on the structure and nature of leadership practices and the clear structuring of communication between followers and leaders
- Distributed or shared leadership supports the division of labor experienced in organizations day by day, minimizing the chances of errors from a single leader's limited knowledge compared to highly hierarchical and fixed leadership types (Leithwood et al., 2009).
- Distributed or shared leadership practice is not just a leader's knowledge and ability but a sharing perspective in which people and their situations interact. It is the product of the interaction among leaders, followers and situations (Spillane, 2005).

Basics of Distributed Leadership

Although the distributed leadership approach is among the modern leadership theories, it is possible to see its first traces in the early 20th century when its basics are examined. Based on this information, it is possible to say that distributed leadership is not a new idea. As I mentioned, the Austrian psychologist Gibb (1954) first used the concept of distributed leadership to explain the interactions between formal and informal groups.

Gibb distinguishes between focused and distributed leadership to identify ways in which leaders in particular groups can influence. While the word "focused" meant to gather all kinds of authority and responsibility on one person, the word "distributed" meant that the leadership was distributed by the individuals in the group and different people took on the leadership role at different times (Harris et al., 2007).

The distributed leadership approach also emphasizes the idea that the leadership capacities of organizations are not static but developable. With this aspect, distributed leadership refers to the understanding of "holism". This understanding argues that when the parts that make up a whole come together, their sums correspond to more than their own capacities.

According to Gronn (2008), in order to better understand the concept of distributed leadership, it is necessary to examine its basics. Understanding the basics of distributed leadership allows us to shed light on the concept in its current form. Gronn (2008) lists the authors who form the basis of distributed leadership, according to the approximate publication date of their works, as follows:

Benne ve Sheats: Benne and Sheats pointed out that the leadership task can be carried out by one or more people with the suggestion that emerged as a result of their study. In addition, these two researchers emphasized shared responsibility and revealed our modern understanding of distributed leadership.

Gibb: Gibb (1954) first expressed the concept of distributed leadership in his work called “Handbook of Social Psychology”. Gibb was skeptical of the understanding of leadership carried out by a single person and found the leader-follower distinction unnecessary. He suggested that leadership can pass from person to person from time to time, depending on the situation of the organization. Gibb's skepticism of the leadership of a single person took him further in 1968 and helping him to introduce the idea that leadership is an activity performed as a group.

French ve Snyder: These two researchers used leadership as one part of the group exerting a social influence over the other. Individuals who show more leadership effectiveness make an impact on the other. According to this situation, followers are defined as people with less leadership. This may be related to their personality traits and other roles.

Katz ve Kahn: Katz and Kahn argued that the spread of leadership to the entire organization rather than the groups would increase the influence of the leadership. They also predicted that formal leaders can use distributed leadership strategies such as empowerment and shared decision-making processes in organizations.

Schein: Leadership has been defined by Scheein (1988) in terms of functions. He argued that better results would be obtained when leadership behaviors were applied not only by formal leaders but also by the entire organization.

Although there are many different definitions of the concept of distributed leadership, the common point is that they oppose the leadership of single person and aim to benefit from the leadership aspects of everyone in the

organization. In the modern sense, it is thought that Gronn (2002), Spillane (2006) and Elmore (2000) made the greatest contribution to the understanding of distributed leadership.

Organizational Commitment

Organizational commitment is a paramount concept for both the organization and the employee. While the concept of "organizational commitment", which has been interpreted differently by many different researchers, was seen as the commitment of employees to the organization for financial reasons in the 1960s, the human-related aspects of the concept began to come to the fore in the 1970s. In this process, it has been noticed that the concept has received different interpretations by scientists from many different disciplines in line with their own perspectives (Güçlü, 2006, p. 9).

Meyer and Allen (1991) described organizational commitment as a behavior that possesses a psychological aspect, which is characterized by the relationship between employees and the organization and makes those employees decide to be a permanent organization members (Meyer & Allen, 1991, p. 67).

According to Huey Yiing and Zaman Bin Ahmad (2009), organizational commitment refers to an employee's belief in the goals and values of the organization, loyalty to the organization and desire to remain a member of the organization (Huey Yiing and Zaman Bin Ahmad, 2009, p. 56).

Based on all these definitions, it may be possible to summarize the definition of the concept of organizational commitment as employees' desire to stay in the organization, employees' identification with the success of the organization, the loyalty of the employee to the organization and the interest shown in order for the organization to be successful (Bayram, 2005, p. 128).

Organizational commitment is characterized by three factors. These (Eisenberg et al., 1983, p.181):

- Demonstrating a strong belief and acceptance of the goals and values of the organization,
- Willingness to display meaningful effort on behalf of the organization,
- A strong desire to maintain membership in the organization.

Meyer and Allen, who studied organizational commitment, argued that organizational commitment has a psychological dimension and defined it as a behavior that is shaped by the relationship of employees with the organization and makes them decide to be a permanent member of the organization (Meyer & Allen, 1991, p. 67).

Allen and Meyer consider organizational commitment in three dimensions; emotional commitment, continuance commitment, and normative commitment. This classification style is still valid today and is based on studies on organizational commitment.

Emotional commitment includes the emotional commitment of the employee towards the organization and integration of the employee with the organization. Those employees that stay in the organization with a dedicated emotional commitment continue to remain within the organization not because the organization provides them their basic needs, but rather because they voluntarily want to stay within it (Meyer & Allen, 1991, p. 67). Continuance commitment is about considering the costs of leaving the organization. The main reason why employees are committed to the organization and want to stay in the organization is that they need to stay in the organization (Meyer & Allen, 1991, p. 67). Employees in a particular organization do not feel willingness to leave the organization in time

for reasons such as close working relations with their colleagues, career investments, retirement, and job skills related to the organization. This situation, which is a result of the idea of personal investment, strengthens the intention to stay in the organization. This prevents the creation of a new cost (Umoh et al., 2014, p. 70). Normative commitment is affected by the normative pressures that an employee feels to stay in the organization as a result of their experiences both before entering the organization and during their time in the organization (Allen & Meyer, 1990, p. 4). The employee remains in the organization for ethical reasons, leaving the job means abandoning the organization for employee (Robbins & Judge, 2012, p. 77). This commitment may develop with the influence of the family or social environment when the job is just started, and with the influence of the organization as the working time increases. It is not as strong in terms of affection for the organization as emotional commitment, but it is argued that positive results emerge in this commitment, as in emotional commitment (Wasti, 2002, p. 526).

The Aim of the Research

Instead of a single "hero" in the classical leadership understanding, the participatory and "distributed" leadership approach in which the ideas of most or all of the employees of the organization are important has begun to be used in today's world. Distributed leadership has become one of the most important elements of increasing organizational capacity and being more productive. When the definitions for the concept of distributed leadership are examined, it is possible to say that the concept is not limited to any sector or line of business (Woods, 2004, p. 5). However, most of the studies in the literature have focused on the education sector. Considering that the main theme of distributed leadership is the distribution of leadership, it can be argued that this type of leadership can be applied to many sectors. As in the education sector, the "success" output for hotel businesses in the tourism sector also depends directly on the employees of the organization. For this reason, the study focuses on the applicability and effects of distributed leadership in hotel businesses other than educational enterprises.

Turkey has gained a rising momentum in culture, health, winter and summer tourism especially in recent years. A more professional conduct of hotel management activities has played a major role in ensuring this rise. The increase in tourism activities has led to an increase in hotel businesses and, accordingly, intensification of competition. It is very important to be able to make instant decisions and to implement those decisions quickly in hotel businesses that adopt a customer-oriented approach. The ability of employees, who are in one-on-one interaction with customers, to solve the problems they encounter, enables direct customer satisfaction. When the employee turnover in hotel enterprises is as low as possible, it will be ensured that the service standards do not vary much. Keeping the employee turnover rate at a minimum level is directly proportional to the employees' adoption of the organization. Employees who feel committed to the organization will be able to grasp the goals of the organization correctly. As the service standards offered to customers will be high in hotel businesses that ensure organizational commitment, it will be much more possible to provide customer satisfaction. Based on this argument, it is aimed to measure the perception of distributed leadership in Erzurum hotel businesses operating in the tourism sector and to research the influences of this approach on the organizational commitment of the employees.

Research Model and Hypotheses

The model created for the purpose of the study is as follows:

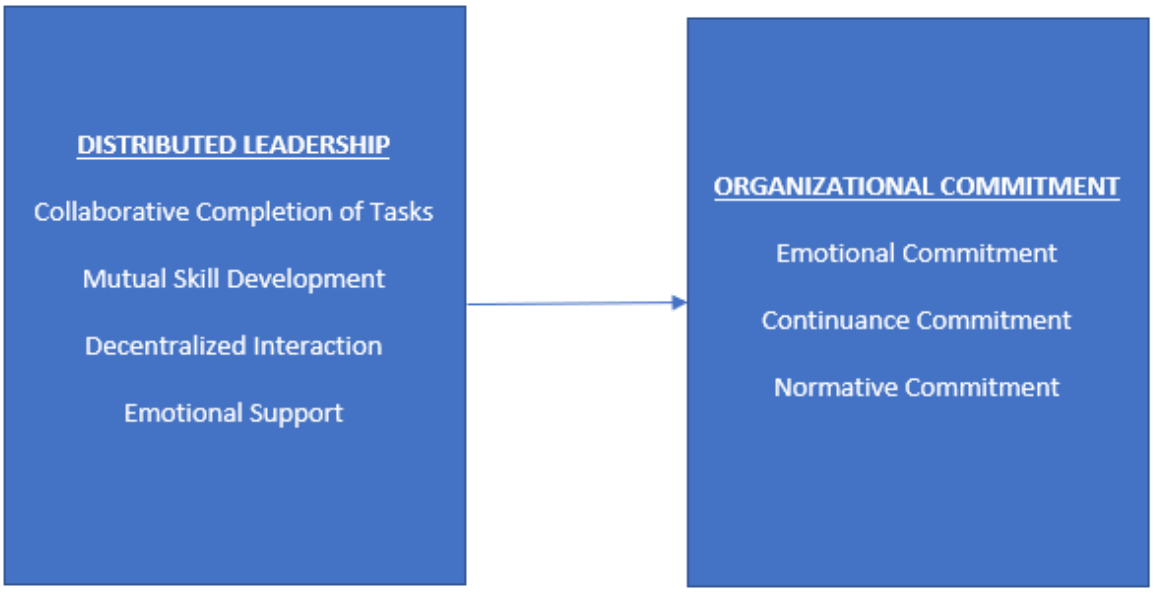

Figure 1. Research Model

Several studies examined the correlation between distributed leadership and organizational commitment (Devos, Tuytens and Hulpia, 2014; Yılmaz and Turan, 2015; Baloğlu 2011; Adıgüzelli 2016; Devos, Tuytens and Hulpia 2014; Yetim 2016; Sevim and Kaya 2022; Özer and Beycioğlu 2013; Bostancı 2012; Özdemir 2012).

Yılmaz and Turan (2015) emphasized the relationships between the distributed leadership, organizational trust and academic achievement of the school teachers working in high schools. When the variables in the study were examined, a high level of positive relationship was detected between distributed leadership and organizational trust. As a result, when organizational trust increases, it is seen that distributed leadership behaviors can be observed more. In addition, a significant relationship was detected between distributed leadership and organizational support. The help of the leaders who run the school is necessary in ensuring the participation of teachers and other participants in the administration. It is important for principals to support their teachers' leadership behavior in terms of implementing the distributed leadership in schools. It is also possible to associate distributed leadership with school success. Implementing distributed leadership in schools can be possible with the support of politicians who have an impact on education, apart from the support of teachers and administrators.

Adıgüzelli (2016) examined the relationship between organizational trust and distributed leadership behaviors through teachers' perceptions in this study titled "Investigation of the Relationship between Distributed Leadership and Organizational Trust According to Teachers' Views". In the study conducted in Izmir and 410 teachers from 15 public high schools participated. Based on the study, the researcher interpreted the moderate level of principals' distributed leadership behaviors as a result of the fact that principals did not receive the necessary leadership training. The findings of the study revealed that there is a strong link between distributed leadership and organizational trust. When the perception of organizational trust is high, it can be said that distributed leadership is implemented at a higher level.

The realization of an organization's goals and objectives is only possible through the commitment of its employees to the organization. A significant factor in the formation of organizational commitment is employees' trust on their organizations. In this respect, organizational commitment and organizational trust can be accepted as two close

concepts.

Devos, Tuytens and Hulpia (2014) examined how an integrative framework of distributed leadership is related to teachers' organizational commitment. In this study, the theoretical model is based on the distributed leadership framework and leadership is defined as a collective effort. The relationship between the leadership of the principals' mediated by the distributed leadership and the organizational commitment of the teachers was examined. According to the conclusion, principals should encourage vice principals and teacher leaders to lead the school, and manage the school with the leadership team' whole members.

Yetim (2016) evaluated the distributed leadership behaviors of principals in primary education institutions according to the perceptions of teachers and to comprehend the relationship between the distributed leadership behaviors that teachers see in their principals and teachers' organizational commitment. As a result of the research, there is a statistically significant positive relationship between the distributed leadership behaviors of the principals and organizational commitment. A statistically significant positive relationship is detected between assistant principals' distributed leadership behaviors and organizational commitment. Moreover, there is a statistically significant positive relationship between the distributed leadership behaviors of the leadership team and organizational commitment.

Based on their research conducted in schools, Sevim and Kaya (2022) endeavoured to comprehend the relationship between distributed leadership and organizational happiness. Based on the results of their research, teachers' perceptions about school administrators' levels of distributed leadership characteristics and organizational happiness levels are at "high" level in schools. Teachers' perceptions regarding school administrators' demonstration of distributed leadership characteristics do not change significantly according to school type, branch, age, marital status, and gender variables. Teachers' perceptions of organizational happiness in schools, however, change significantly according to school type, branch, marital status, and gender variables, but do not change significantly according to the variable of age. The study propounded that there was a significant relationship between organizational happiness and the sub-dimensions of distributed leadership at a "moderate level in a positive direction" in schools. Distributed leadership characteristics of school administrators reveal nearly 68% of the total variance in school organizational happiness.

Organizational commitment and organizational happiness are two similar concepts. An employee who is happy in the organization has a high level of organizational commitment. Karadaş and Akın (2023) and Demircan (2019) studies can be regarded as examples for this situation. In the study of Karadaş and Akın (2023), the goal was to comprehend the level of relationship between teachers' organizational happiness and organizational commitment and the differentiation of teachers' perceptions of organizational happiness and organizational commitment according to independent variables. Their research was carried out in two stages as quantitative and qualitative, and in this context, a mixed design was chosen. The data of the study were collected from education stakeholders in Mardin Artuklu district. By means of quantitative research methods, firstly, teachers' perception levels of organizational happiness and organizational commitment were examined in the quantitative research phase. During the qualitative research phase, they sought to examine the situations related to the perception level of organizational happiness and organizational commitment in depth by means of the qualitative research. The quantitative study revealed that the perceptions of teachers on organizational happiness and organizational commitment did not change significantly

according to the variables of educational level and gender, whereas their perceptions differed according to the variables of seniority in teaching and place of duty. The qualitative study showed that the condotions that increase teachers' happiness about their profession can be determined as constructing positive communication with the stakeholders at school, reducing the class size to a reasonable level, bringing the school' physical facilities to an adequate level, doing the teaching profession with love, and the establishment of a family environment in the school. Considering the teachers' commitment levels, it was determined that the parents were unconcerned with children's school life, the children had behavioral disorders, the classrooms were overcrowded, the schools were not clean enough, they were financially insufficient, and their cultural, social and physical conditions were inadequate. Based on the outcomes reached during the two phases of the research, several suggestions were made.

As a result of Demircan's thesis, it was determined that teachers possess a moderate level of organizational commitment and also a very high level of organizational happiness. As a result, it was detected that there was a significant positive relationship between the organizational commitment levels of teachers and their organizational happiness. On this basis, as the organizational commitment of teachers increases, their organizational happiness also increases. The study found no statistically significant difference between teachers' organizational happiness levels and gender, field, seniority year, working time in the same school and education level variables.

Özer and Beycioğlu (2013) conducted a study titled "Development of Shared (Distributed) Leadership Scale: Validity and Reliability Studies" aimed to design a reliable and valid measurement tool that aimed to describe teachers' perceptions about the level of distributed leadership in primary schools. The study's data were collected from a total of 157 teachers working at primary schools in the central part of Adıyaman province who voluntarily participated in the study. Exploratory and confirmatory factor analyses were carried out within the scope of validity studies and item-total correlation coefficients were calculated. Within the scope of reliability studies, Cronbach Alpha internal consistency coefficients and test-retest correlation coefficients were calculated. As a result of the explanatory factor analysis conducted on the data obtained, it was determined that the scale had a single-factor structure consisting of ten items. The Cronbach-Alpha internal consistency coefficient of the scale was calculated as "0.92". The test-retest correlation coefficient between two different applications with a nine-day interval to determine the scale's consistency over time was found to be "0.82". As a result of the validity and reliability analyses, it was predicted that the scale in its current form could be used to describe teacher perceptions of shared leadership in primary schools.

Bostancı (2012) conducted a study titled "Turkish Adaptation of Shared Leadership Perception Scale" to determine the validity and reliability of the shared leadership perception scale. The study group of the research consists of 232 secondary school teachers working in Sakarya province. The results of the research are as follows: As a result of the language equivalence analysis of the scale, a positive and highly significant relationship was found between the Turkish and English forms. The Cronbach Alpha (α) coefficient calculated for the reliability studies showed that α=0.91 in total and α=74 to α=88 according to the dimensions, item-total correlations were between 0.40-0.73, and the item scores of the 27% lower-upper groups differed significantly. Based on the results of confirmatory factor analysis, it was stated that the validity of the scale was also ensured since the goodness of fit values of the scale were at the desired level. The results of all reliability and validity analyses reveal that the Shared (Distributed) Leadership Perception Scale can be used as a reliable and valid measurement tool in those studies where school employees will be taken as a sample in Turkey.

Özdemir (2012) in his study titled "Turkish Adaptation of Distributed Leadership Inventory: Validity and Reliability Studies", validity and reliability analyses were conducted within the scope of the Turkish adaptation of the Distributed Leadership Inventory (DLE) that Hulpia, Devos and Rosseel (2009) had developed. For this purpose, a total of 160 teachers working in eight schools in four central districts of Ankara province were consulted. The analyses revealded that the leadership functions and leadership team cohesion subscales of the Distributed Leadership Inventory have a single factor structure and are a valid and reliable scale suitable for application in Turkish schools. The study concluded that the Turkish version of the Distributed Leadership Inventory is a data collection tool that can be used in distributed leadership research.

In line with the research model and the purpose determined in the study, the following hypotheses have been formed:

H1: Distributed leadership has a positive and significant effect on organizational commitment.

H1a: The collaborative completion of tasks dimension of distributed leadership has a positive and significant effect on the emotional commitment dimension of organizational commitment.

H1b: The mutual skill development dimension of distributed leadership has a positive and significant effect on the emotional commitment dimension of organizational commitment.

H1c: The decentralized interaction dimension of distributed leadership has a positive and significant effect on the emotional commitment dimension of organizational commitment.

H1d: Emotional support dimension of distributed leadership has a positive and significant effect on the emotional commitment dimension of organizational commitment.

H1e: The collaborative completion of tasks dimension of distributed leadership has a positive and significant effect on the continuance commitment dimension of organizational commitment.

H1f: The mutual skill development dimension of distributed leadership has a positive and significant effect on the continuance commitment dimension of organizational commitment.

H1g: The decentralized interaction dimension of distributed leadership has a positive and significant effect on the continuance commitment dimension of organizational commitment.

H1h: The emotional support dimension of distributed leadership has a positive and significant effect on the continuance commitment dimension of organizational commitment.

H1i: The collaborative completion of tasks dimension of distributed leadership has a positive and significant effect on the normative commitment dimension of organizational commitment.

H1j: The mutual skill development dimension of distributed leadership has a positive and significant effect on the normative commitment dimension of organizational commitment.

H1k: The decentralized interaction dimension of distributed leadership has a positive and significant effect on the normative commitment dimension of organizational commitment.

H1m: Emotional support dimension of distributed leadership has a positive and significant effect on normative commitment dimension of organizational commitment.

When the hypotheses are examined, first, the main hypothesis (H1) has been formed in order to examine the effect of distributed leadership on organizational commitment in general. Then, sub-hypotheses (H1a – H1m) have been developed depending on the main hypothesis to measure the effects of the sub-dimensions of distributed leadership on the sub-dimensions of organizational commitment.

Research Design

Scientific research methods can generally be categorised into two groups: Quantitative and qualitative. Quantitative research refers to researching a problem that can be analysed with numerical measurements and statistical techniques in order to test a theory (Kıncal, 2015, p. 50). Considering that the data collected and compiled within the scope of the study have numerical measurements, quantitative research techniques have been applied in the study. In quantitative research techniques, the objective approach of the researcher and the explanation of the causality relationship are significant (Balcı, 2016, p. 37). Based on those features of quantitative method, the data have been collected through a questionnaire as explained in the data collection techniques section of the study. Thus, the opinions of the participants have been obtained directly. At the same time, an objective approach has been adopted by this data collection technique and the causality between the concepts has been revealed through the planned analysis method. The ethics committee permission required for the collection of the data used in this study was obtained from Anadolu University Ethics Committee on 25.05.2022 with the decision/number number 310594.

Research Population and Sample

For the purpose of the study, the data will be obtained from the employees employed in 5-star and 4-star hotel businesses in Erzurum operating in the tourism sector. Kılınç and Akdemir (2019) underlined that the communication of managers working in hotel businesses is quite high. However, they emphasized that the behaviour and attitudes of the leaders may have an impact on the happiness of the employees, as the level of communication of the employees with their leaders in the hotel enterprises is high and continuous. As a result of this viewpoint, it is argued that distributed leadership practices can also be detected when it is taken into account that the employees in the hotel businesses operating in the service sector are in one-to-one interaction with the customers. The preference of 5-star and 4-star hotel employees in the study stems from the thought that, as argued by Turan and Cinnioğlu (2020), human resources and managers work more professionally because 5-star and 4-star hotels possess a more institutional structure. Especially in recent years, Erzurum stands out as one of the provinces that provides the most tourism income to Turkey in the area of winter and cultural tourism. Erzurum is one of the provinces that provides the most employment opportunities in the tourism sector in the region, with its hotel businesses that hosts many tourists in many periods of the year, especially in the winter season. Thusly, it can be argued that the hotel businesses in Erzurum are more institutional and experienced in terms of management practises.

The population of the research consists of those employees employed in 4 and 5 star hotels in Erzurum. During the interviews with the hotel managers, it has been detected that a total number of 1195 people are employed in the 4 and 5 star hotels in Erzurum. 740 of those employed are individuals who work during the winter season and are called seasonal workers. The remaining 455 employees are employed as permanent employees in those hotels. Distributed leadership practices and organizational commitment of employees are generally long-term factors. From this point forth, all 455 permanent employees employed in those 4 and 5 star hotels in Erzurum have been accepted as the universe. Since the size of the population was small and accessible, it was decided to use the full census method

instead of sample selection. All employees were reached and the questionnaire was distributed.

Data Collection Techniques

Within the scope of the study, a face-to-face survey has been conducted to the employees of the hotel businesses operating in Erzurum. The "Distributed Leadership Scale" which had been developed by Wood (2005) and adopted to the literature in Turkish by Bostancı (2012) has been used in the study. This scale consists of 18 items in four dimensions: "Collaborative Completion of Tasks" (9 items), "Mutual Skill Development" (2 items), "Decentralized Interaction among Employees" (4 items) and "Emotional Support" (3 items). A 5-point Likert scale ("strongly disagree=1", "disagree=2", "undecided=3", "agree=4", "strongly agree=5") has been used in the scale. The "Organizational Commitment Scale" developed by Meyer and Allen (1991) was used to measure organizational commitment. This scale consists of 18 items as "emotional commitment" (6 items), "continuance commitment" (6 items) and "normative commitment" (6 items) and the data have been collected according to a 5-point Likert scale ("strongly disagree=1", "disagree=2", "undecided=3", "agree=4", "strongly agree=5").

Demographics and Descriptive Statistics

In this section, first, information on the demographic characteristics of the participants, consisting of hotel employees, has been summarized. Then, the distribution of the answers given by the participants to both the distributed leadership and organizational commitment scales have been examined. Demographic information of the participants has been presented in the Table 1 below.

Table 1. Demographic Characteristics of Participants

Demographic Characteristics	**Category**	**Frequency**	**Percentage (%)**
Sex	Female	159	40,4
	Male	235	59,6
	Total	**394**	**100**
Marial Status	Maried	58	14,7
	Single	336	85,3
	Total	**394**	**100**
Level of Education	High School	212	53,8
	Associate Degree - Bachelor	163	41,4
	Master Degree	14	3,6
	PhD	5	1,2
	Total	**394**	**100**
Working Period in the Organization	1 to 5 Years	294	74,6
	6 to 10 Years	69	17,5
	11 to 15 Years	12	3,1
	16 Years and more	19	4,8
	Total	**394**	**100**

When the information in Table 1 is examined, it can be seen that 159 people who make up 40.4% of the participants are women, and 235 people who make up 59.6% are men. According to the findings regarding the marital status of the participants, it has been understood that 58 (14.7%) were married and 336 (85.3%) were single. While 212 (53.8%) of the participants are high school graduates, 163 (41.4%) of the participants possess associate degree or bachelor degree, 14 (3.6%) of the participants have master degree and 5 (1.2%) of the participants have PhD degree. Finally, as the distribution of the participants according to their working period in the organisations they are affiliated with is examined; 74.6% (294 people) are between 1-5 years, 17.5% (69 people) are between 6-10 years,

3.1% (12 people) are between 11-15 years and 4.8% (19 people) are 16 years or more. Following the demographic characteristics of the participants, the distribution of the answers given by the participants to the scale questions has been examined.

Validity and Reliability Analyses

Before testing the hypotheses created in the study, the structural validity and reliability of the scales used were examined. Construct validity can be defined as an indicator of the degree to which the test to be applied can accurately measure an abstract concept that is intended to be measured. The most frequently used method in examining the construct validity is the explanatory factor analysis method (Büyüköztürk, 2015, p.180). Explanatory factor analysis is used to find fewer unrelated variables by bringing together related variables in an event with n variables (Saraçlı, 2011, p. 22). Therefore, explanatory factor analysis has been applied for the validity analysis of the distributed leadership and organizational commitment scales used in the study. Explanatory factor analysis results are presented in detail below:

Table 2. Explanatory Factor Analysis Results of the Distributed Leadership Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy				0,951
Bartlett's Test of Sphericity		Approximate Chi-Square		5336,328
		Degrees of Freedom		153
		Significance		0,000
Explained Variance (%)				72,947
Question Number	**Factor Loads of Dimensions**			
	Dimension 1 (Collaborative Completion of Tasks)	**Dimension 2 (Mutual Skill Development)**	**Dimension 3 (Decentralized Interaction)**	**Dimension 4 (Emotional Support)**
1	0,753			
2	0,856			
3	0,816			
4	0,780			
5	0,637			
6	0,557			
7	0,655			
8	0,413			
9	0,403			
10		0,584		
11		0,819		
12			0,676	
13			0,842	
14			0,677	
15			0,614	
16				0,781
17				0,498
18				0,553

KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy), which was examined in the first stage in factor analysis and took a value between 0 and 1, shows whether sampling adequacy can be accepted. A value of 1 indicates that the variables used can predict each other at a perfect rate without error. The lowest acceptable limit of this value is 0,5 (Büyüköztürk, 2015). Therefore, the KMO value of 0.5 and above reflects the appropriateness of the correlations between the variables. Another indicator is the results of Bartlett's Sphericity Test. This test shows whether the scale is suitable for factor analysis. It is concluded that if the significance level obtained is greater than 0.05, it is not possible to apply factor analysis (Durmuş, Yurtkoru, & Çinko, 2011, p. 79-80). The explained variance

in the same section expresses how much of the total variance (100%) of the obtained dimensions is explained by these dimensions. It is desired that the value in this section is 50% and above (Kalaycı, 2010, p. 328).

As a result of the analysis, the KMO value for the distributed leadership scale is over 0,80. In this case, it can be expressed that the number of samples is perfectly sufficient for factor analysis in the distributed leadership scale. As a result of Bartlett's Test of Sphericity, it is concluded that this scale is suitable for factor analysis since the significance level of the distributed leadership scale is less than 0,05. Values of 0,5 and above are generally accepted for the explained variance. Since the value calculated for the distributed leadership scale within the scope of the study is greater than 0,5 (approximately 0.73), it is seen that the questions in the scale explain approximately 73% of the variance.

Various rotations are used to calculate factor loads. The most commonly used method in the rotation phase is the varimax method. The aim of the Varimax method is to maximize the factor load in the dimension in which each variable is included, while minimizing the factor load in the other dimensions in which it is not included. Thus, it is ensured that the explained variance calculated according to the factor loads reaches the maximum level (Tabachnick & Fidell, 2013, p. 625). The factor loads obtained in the factor analysis are used to determine the dimension with which each variable is closely related (Kalaycı, 2010, p. 330). Especially in a data set with 350 or more observations, factor load of 0,3 is sufficient, while factor load of 0,5 and above becomes more important. Therefore, the minimum factor load is accepted as ± 0.3 depending on the number of observations (Hair et al., 2013, p. 115). In the light of the explanations, it was concluded that the factor loads of all the questions in the dimensions were more than 0.4 and therefore they were above the threshold value. The explanatory factor analysis results of the organizational commitment scale, which is another scale used in the study, are included in Table 3.

Table 3. Explanatory Factor Analysis Results of the Organizational Commitment Scale

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,859
Bartlett's Test of Sphericity	Approximate Chi-Square		3937,463
	Degrees of Freedom		153
	Significance		0,000
	Explained Variance (%)		60,592
Question Number	**Factor Loads of Dimensions**		
	Dimension 1 (Emotional Commitment)	**Dimension 2 (Continuance Commitment)**	**Dimension 3 (Normative Commitment)**
1	0,717		
2	0,730		
3	0,736		
4	0,504		
5	0,644		
6	0,592		
7		0,845	
8		0,847	
9		0,809	
10		0,564	
11		0,455	
12		0,416	
13			0,761
14			0,765
15			0,764
16			0,829
17			0,817
18			0,783

As a result of the analysis, the KMO value for the organizational commitment scale is over 0,80. In this case, it can be indicated that the sample size is perfectly sufficient for factor analysis in the organizational commitment scale. As a result of Bartlett's Test of Globalization, it was concluded that this scale is suitable for factor analysis since the significance level of the organizational commitment scale is less than 0,05 (Büyüköztürk, 2015). Since the value calculated for the organizational commitment scale within the scope of the study is greater than 0.5 (approximately 0.61), it is seen that the questions in the scale explain about 61% of the variance. Finally, when the factor loads were examined, it was concluded that the factor loads of all the questions in the dimensions were more than 0,4 and therefore they were above the threshold value.

As a result of the explanatory factor analyses, it can be expressed that both the distributed leadership and organizational commitment scales used in the study are valid and have the same results with the studies in the literature. After this stage, reliability analyses of the scales and their sub-dimensions were carried out. Cronbach's Alpha coefficient method is used in studies where Likert Type scales are used to measure reliability (Özdamar, 2004, p.622). Reliability analyses results for both scales used are presented in Table 4.

Table 4. Reliability Analysis Results

Scale	**Dimensions**	**Cronbach Alpha**	
Distributed Leadership	Collaborative Completion of Tasks	0,940	0,951
	Mutual Skill Development	0,655	
	Decentralized Interaction	0,859	
	Emotional Support	0,835	
Organizational Commitment	Emotional Commitment	0,784	0,871
	Continuance Commitment	0,711	
	Normative Commitment	0,891	

In reliability analyses, a reliability level lower than 0,40 indicates that the scale is not reliable, between 0,40 and 0,60 the scale can be reliable even if it is low, between 0,60 and 0,80 the scale is highly reliable and finally higher than 0,80 shows that the scale is highly reliable (Kayış, 2010, p. 405). According to the results obtained, first of all, the general reliability analysis findings of the scales in the rightmost column of the Table 4 were examined. The Cronbach Alpha coefficients of both the distributed leadership and organizational commitment scales were calculated as 0,951 and 0,871 respectively. Accordingly, it is possible to say that the distributed leadership scale provides 95,1% and the organizational commitment scale provides 87,1% reliability. When the Cronbach Alpha coefficients belonging to the sub-dimensions of the distributed leadership scale are examined, it can be seen that all of them are more than 40%. Similarly, Cronbach's Alpha coefficients calculated for the three sub-dimensions of the organizational commitment scale were determined to be 78% and above. Therefore, it is possible to express that the scales are quite reliable on the basis of both general and sub-dimensions.

Hypothesis Tests and Findings

However, examining the correlation analysis of the perceived scores of the scales and their sub-dimensions together with the scatter diagram is very important in making a more accurate decision. The obtained correlation matrix is as follows:

Table 5. Correlation Matrix of Scale Dimensions

	Organizational Commitment (General)	Collaborative Completion of Tasks	Mutual Skill Development	Decentralized Interaction	Emotional Support	Emotional Commitment	Continuance Commitment	Normative Commitment
Distributed Leadership (General)	**0,623***							
Collaborative Completion of Tasks		1						
Mutual Skill Development		0,535*	1					
Decentralized Interaction		0,694*	0,613*	1				
Emotional Support		0,747*	0,615*	0,696*	1			
Emotional Commitment		0,553*	0,265*	0,448*	0,413*	1		
Continuance Commitment		0,621*	0,413*	0,547*	0,503*	0,348*	1	
Normative Commitment		0,642*	0,401*	0,577*	0,539*	0,337*	0,920*	1

* : Significant at the $p < 0,05$ level

It was concluded that all correlations obtained in the correlation matrix were statistically significant at the 0,05 level. When the correlations are examined, it is seen that there is a 62,3% relationship on the distributed leadership and organizational commitment. In addition, a linear relationship has been found between the collaborative completion of tasks dimension of distributed leadership and the emotional commitment dimension of organizational commitment at the rate of 55,3%, continuance commitment at the rate of 62,1% and normative commitment dimension at the rate of 64,2%. When the mutual skill development dimension of distributed leadership was examined, it has been detected that it had a correlation of 26,5% with the emotional commitment dimension of organizational commitment, 41,3% with the dimension of continuance commitment of organizational commitment and 40,1% with the dimension of normative commitment of organizational commitment. There are 44.8% correlations between the decentralized interaction dimension of distributed leadership and the emotional commitment dimension of organizational commitment, 54.7% between the decentralized interaction dimension of distributed leadership and the continuance commitment dimension of organizational commitment and 57.7% between the decentralized interaction dimension of distributed leadership and the normative commitment dimension of organizational commitment. Finally, it has been determined that the emotional support dimension of the distributed leadership was associated with the emotional commitment dimension of organizational commitment at the level of 41.3%, with the continuance commitment dimension at the level of 50.3% and with the normative commitment dimension at the level of 53.9%. When the scatter diagrams and correlation matrix were evaluated in general, it has been determined that linearity assumptions were met for simple linear regression analyses used in testing all hypotheses.

The hypotheses were tested with simple linear regression analysis. The results obtained are presented in Table 6.

Table 6. Regression Analysis Results

Hypothesis	Dependent Variable	Independent Variable	Coefficient	t	Sig.	Model Sig.
H_1	Organisational Commitment	Constant	2,123	18,527	0,000	0,000
		Distributed Leadership	0,486	15,750	0,000	
H_{1a}	Emotional Commitment	Constant	2,150	14,922	0,000	0,000
		Collaborative Completion of Tasks	0,480	13,148	0,000	
H_{1b}	Emotional Commitment	Constant	3,154	19,726	0,000	0,000
		Mutual Skill Development	0,236	5,450	0,000	
H_{1c}	Emotional Commitment	Constant	2,466	15,587	0,000	0,000
		Decentralized Interaction	0,422	9,929	0,000	
H_{1d}	Emotional Commitment	Constant	2,945	24,108	0,000	0,000
		Emotional Support	0,306	8,982	0,000	
H_{1e}	Continuance Commitment	Constant	1,670	12,453	0,000	0,000
		Collaborative Completion of Tasks	0,533	15,683	0,000	
H_{1f}	Continuance Commitment	Constant	2,420	16,198	0,000	0,000
		Mutual Skill Development	0,363	8,967	0,000	
H_{1g}	Continuance Commitment	Constant	1,871	12,770	0,000	0,000
		Decentralized Interaction	0,510	12,939	0,000	
H_{1h}	Continuance Commitment	Constant	2,452	21,387	0,000	0,000
		Emotional Support	0,369	11,537	0,000	
H_{1i}	Normative Commitment	Constant	1,053	7,040	0,000	0,000
		Collaborative Completion of Tasks	0,629	16,594	0,000	
H_{1j}	Normative Commitment	Constant	2,032	11,855	0,000	0,000
		Mutual Skill Development	0,403	8,668	0,000	
H_{1k}	Normative Commitment	Constant	1,247	7,648	0,000	0,000
		Decentralized Interaction	0,614	13,992	0,000	
H_{1m}	Normative Commitment	Constant	1,923	15,081	0,000	0,000
		Emotional Support	0,451	12,684	0,000	

First, the Model Sig column in the rightmost column of Table 6 was examined. The values calculated here show whether the regression models used in the analyses are statistically significant or not. According to the findings, it can be argued that the established regression models are statistically significant because all Model Sig values are less than 0,05. Similarly, the fact that the Sig values calculated for the t statistics of the coefficients of the constant terms and independent variables calculated for all models are less than 0,05 is an indication that all coefficients are statistically significant. In the light of these data, all results can be explained in detail. According to the results of the analysis of the H1 hypothesis, which was created to understand the effect of distributed leadership on organizational commitment in general, it is possible to say that a one-unit increase in the implementation of distributed leadership increases organizational commitment by 0,486 units. As a result, H1 hypothesis, which is the main hypothesis of the study, is accepted. According to the test results of H1a H1e and H1i sub-hypotheses, which show the effect of the collaborative completion of tasks dimension of distributed leadership on the dimensions of organizational commitment, emotional commitment, continuance commitment and normative commitment; it has been concluded that a one-unit increase in the dimension of collaborative completion of tasks increased emotional commitment by 0,48, continuance commitment by 0,533 and normative commitment by 0,629 units. Therefore, sub-hypotheses H1a H1e and H1i are accepted. When the analysis results of the H1b, H1f and H1j hypotheses, which are the sub-hypotheses that deal with the mutual skill development dimension of distributed leadership, are examined; it is seen that a one-unit increase in the mutual skill development dimension of the distributed leadership led to an increase of 0,236 in the emotional commitment dimension of organizational commitment, 0,363 in the continuance commitment

dimension and 0,403 unit in the normative commitment dimension, respectively. Accordingly, H1b, H1f and H1j sub-hypotheses are accepted. According to the results of the H1c, H1g and H1k sub-hypotheses, in which the effects of the decentralized interaction dimension, another sub-dimension of distributed leadership, on emotional commitment, continuance commitment and normative commitment dimensions of organizational commitment are examined; a one-unit increase in the decentralized interaction dimension provides 0,422 unit increase in emotional commitment, 0,51 unit in continuance commitment and 0,614 unit increase in normative commitment. According to these results; H1c, H1g and H1k sub-hypotheses are accepted. Finally, as the analysis results of the H1d, H1g and H1m sub-hypotheses are examined; it was concluded that a one-unit increase in the emotional support dimension of the distributed leadership increased the emotional commitment dimension of organizational commitment by 0.306, the continuance commitment dimension by 0.369 and the normative commitment dimension by 0.451 units. As with other sub-hypotheses, H1d, H1g and H1m sub-hypotheses are also accepted. In summary, it is possible to say that there is a positive development in organizational commitment with the application of distributed leadership in general. In parallel, it can be argued that the actions to be implemented in all sub-dimensions of distributed leadership will make positive contributions to all sub-dimensions of organizational commitment.

Discussion and Conclusion

Erzurum is an important destination for winter tourism, and hotels serve as significant economic players in the region. Competition among winter hotels is intense. Gaining a competitive edge can only be achieved through the dedicated service of hotel employees. Therefore, the loyalty of hotel employees to their organizations will play an important role in this situation. Behaviors that prioritize the opinions of employees, the distribution of leadership responsibilities, the inclusion of employees in decision-making processes, and the encouragement of a sense of ownership among employees can positively influence hotel guests and provide a competitive advantage. For this reason, the study examined the effect of hotel employees' perception of distributed leadership on organizational commitment. To test the hypothesis formulated for the purpose of the study, a simple regression analysis method was used. The results obtained confirmed all the hypotheses proposed.

Distributed leadership in hotel businesses has a positive and significant effect on organizational commitment. Supporting this result, Yetim (2016) conducted a study to determine the relationship between teachers' perceptions of distributed leadership behaviors in their principals and their organizational commitment, based on the perceptions of teachers working in elementary schools. He found a statistically significant positive relationship between distributed leadership (principal) and organizational commitment. Similarly, there is a statistically significant and positive relationship between distributed leadership (vice principal) and organizational commitment. Another study supporting this result is that conducted by Uslu and Beycioğlu (2013), which examined the relationship between teachers' organizational commitment and their perceptions of school principals' distributed leadership roles, finding a positive and moderate relationship. Ağıroğlu and Aslan (2014) showed in their study that there is a positive, high-level, and significant relationship between public and private school teachers' perceptions of distributed leadership and their perceptions of organizational commitment. Based on Pearson Correlation analysis, it can be said that as teachers' perceptions of distributed leadership increase in both public and private schools, their organizational commitment also increases. Therefore, it is recommended that distributed leadership practices be increased in hotel businesses.

The colloborative completion of tasks in hotel businesses has had a meaningful and positive effect on all sub-dimensions of organizational commitment. Slavit, Kennedy, Deuel, and Nelson (2011) found in their study on teachers that distributed leadership practices increased feelings of collective responsibility and professionalism among school members.

According to many studies in the literature, distributed leadership practices are understood to increase employees' positive feelings toward the organization and their work (Scott and Caress, 2005; Ahşap, 2005; Wood and Fields, 2007). Therefore, it is recommended that hotel businesses define their work processes based on collaboration.

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It has been found that decentralized interaction in hotel businesses has a meaningful and positive effect on all sub-dimensions of organizational commitment. Slavit, Kennedy, Deuel, and Nelson (2011) found that as distributed leadership practices based on the distribution of leadership among participants were developed instead of traditional leadership approaches, teachers could feel a stronger commitment to their schools. They found that distributed leadership practices increase feelings of collective responsibility and professionalism among school members. According to many studies in the literature, disributed leadership practices are understood to increase employees' positive feelings toward the organization and their work (Scott and Caress, 2005; Ahşap, 2005; Wood and Fields, 2007). Therefore, it is recommended that hotel businesses develop leadership practices by establishing decentralized interaction. As seen in these studies, instead of the leadership-focused approaches predicted by traditional leadership approaches, the development of distributed leadership practices based on the distribution of leadership tasks among participants ensures that employees feel a stronger sense of commitment to their organizations. If leaders want to increase employees' commitment to the organization, they should adopt an approach that distributes their responsibilities and guides their employees. Leaders should value human resources, involve employees in decision-making, and adopt a democratic approach. Everyone in the organization should cooperate to enhance the organization's capabilities and fulfill their responsibilities.

In hotel businesses, it has been found that mutual skill development, one of the sub-dimensions of distributed leadership, increases all sub-dimensions of organizational commitment. A study from the education sector supporting this finding (Bostancı et al., 2018) found a positive and moderately significant relationship between the level of mutual skill development and teachers' levels of organizational trust. Therefore, it is recommended that hotel businesses implement practices that provide opportunities for employees to develop mutual skills.

Finally, it has been found that providing emotional support to employees in hotel businesses increases organizational commitment in all its sub-dimensions. In his 2018 study on teachers, Bostancı found a positive, meaningful, and moderate relationship between the dimensions of task completion and emotional support and

teachers' levels of organizational trust and positive feelings toward their jobs. Therefore, providing emotional support to hotel employees will increase their commitment to their organizations.

Limitations of the Study and Recommendations for Future Research

There are few studies in the literature examining the relationship between distributed leadership and organizational commitment. In particular, the number of studies examining the sub-hypotheses is even smaller. In this study, cross-sectional data were collected using a cross-sectional measurement. It is recommended that future studies be conducted longitudinally after implementing distributed leadership practices.

The study has limitations in terms of location (four- and five-star hotels operating in Erzurum, Turkey) and time (data obtained in 2022). With this feature, the findings of this study cannot represent all four- and five-star hotels, and the results can only contribute to generalizations. Therefore, future research can test and generalize the findings of this study by reaching a larger number of four- and five-star hotel businesses. Researchers can use this study as a starting point to conduct applications in hotels operating at different scales and in different cultures.

Declaration

The ethical board confirmation of this research was received from Anadolu University, Scientific Research and Publication Ethics Board as stated in the report dated May 25, 2022 with the decision number 310594.

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Appendix 1. Ethics Committee Permission

Evrak Kayıt Tarihi: 05.05.2022	Protokol No: 310594

Tarih: 25.05.2022

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Sosyal Bilimler
BAŞLIK:	The Relationship Between Distributed Leadership and Organizational Commitment in Hotel Establishments: The Case of Erzurum Hotels
~~PROJE~~/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Ahmet Emre DEMİRCİ
TEZ YAZARI:	Hatice Tuğçe YILDIRIM BAŞKAN
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu