Relationship among Teacher Performance, Organizational Loyalty, Charismatic Leadership

Öğretmen Performansı, Örgütsel Sadakat, Karizmatik Liderlik Arasındaki İlişki
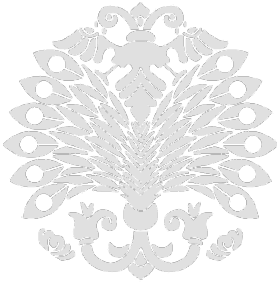
Sakine SİNCER[1] (iD)
Murat ÖZDEMİR[2] (iD)

[1]Hacettepe University, School of Foreign Languages, Ankara, Turkey

[2]Hacettepe University, Faculty of Education, Department of Educational Sciences, Ankara, Turkey

ABSTRACT

This study aims at examining the multidimensional relationships between teacher performance, organizational loyalty and charismatic leadership based on the opinions of primary teachers who were working in public schools in Ankara. The study utilized a quantitative research methodology with a correlational survey design. We used the stratified sampling method to determine the study sample. Accordingly, the sample consisted of 514 teachers working during the 2020-2021 Academic Year in Ankara. We used descriptive statistics, Pearson correlation and structural equation modelling to analyze the study data. The study findings revealed that charismatic leadership had a statistically significant direct impact on organizational loyalty, whereas organizational loyalty had a statistically significant direct impact on teacher performance. Furthermore, we found out that charismatic leadership indirectly affected teacher performance via the mediation of organizational loyalty. We discussed the study findings based on the related literature and offered some suggestions relying on the findings.

Keywords: Charismatic leadership, organizational loyalty, teacher performance

ÖZ

Bu çalışmanın amacı, öğretmen performansı, örgütsel sadakat ve karizmatik liderlik arasındaki ilişkiyi Ankara ilindeki kamu ilköğretim okullarında çalışan öğretmenlerin görüşleri doğrultusunda incelemektir. Çalışmada nicel araştırma yaklaşımı ile ilişkisel tarama modeli kullanılmıştır. Çalışma örneklemini belirlemek için tabakalı örnekleme yöntemi kullanılmıştır. Buna göre, örneklem 2020-2021 akademik yılında Ankara'da görev yapan 514 öğretmenden oluşmuştur. Çalışma verilerini analiz etmek için betimsel istatistikler, Pearson korelasyonu ve yapısal eşitlik modellemesi kullanılmıştır. Çalışmanın bulguları karizmatik liderliğin örgütsel bağlılığı, örgütsel bağlılığın ise öğretmen performansını istatiksel olarak anlamlı bir şekilde doğrudan etkilediğini göstermektedir. Bunun yanı sıra, öğretmen performansı ile karizmatik liderlik arasındaki ilişkide örgütsel sadakatin aracılık rolü olduğu ortaya çıkmıştır. Araştırma bulguları literatürdeki önceki bulgularla ilişkilendirilerek tartışılmış ve bulgulara dayanarak bazı öneriler sunulmuştur.

Anahtar Kelimeler: Karizmatik liderlik, örgütsel sadakat, öğretmen performansı

Introduction

Teacher performance has always been a central concern in educational settings. Although there are quite many factors that affect to what extent educational goals are attained in a specific learning environment, teachers are the ones who play a crucial role in this sense. There is no doubt that teacher performance and student success are closely related (Darling-Hammond, 2000). In other words, a good performance of a teacher will in turn result in a good performance of students. In a broader sense, teacher performance is a key element contributing to school effectiveness (Özgenel & Mert, 2019). However, there seems to be a lack of consensus as to various constructs of teacher performance in the body of educational research. Despite the well-recognized importance of teacher performance in promoting school effectiveness and student achievement, there are still a number of challenges that prevent its improvement in educational settings. Furthermore, there is a need for empirical evidence on the antecedents of teacher performance. Because of this gap in the literature, we have only a limited understanding of how to enhance teacher performance, which in turn makes it impossible to develop evidence-based interventions to improve it. Therefore, teacher performance needs to be better acknowledged and understood if teachers are to better facilitate student learning, enhance the performance of students, and improve school effectiveness. To better understand teacher performance, in this paper, we examine the concept in more detail as we believe that the literature needs a more comprehensive and detailed body of research on the issue.

Considering the profound effect teachers can exert on student learning, educational researchers have been interested in analysing various factors regarding teachers (Darling-Hammond, 2000). Traditionally, outcomes of teacher performance have attracted considerable attention from scholars. The research within the related literature contended teacher performance is closely related to constructs such as student achievement, student learning and student engagement (Eberts et al., 2002; Xu et al., 2020). However, A significant portion of the related research concentrated on the factors influencing teacher performance, revealing that teacher performance is affected by individual, organizational and environmental factors such as teachers' professional capabilities and motivation (Arifin, 2015), their personal qualities (Barrick, Mount & Judge, 2001), school climate and principals' behaviours (Fitria, 2018).

In particular, existing research has presented evidence suggesting a positive and direct correlation between teacher performance and the leadership behaviors of principals, whether they are transformational, transactional or instructional leaders (Kuloba, 2010). However, the association between charismatic leadership and teacher performance has been neglected within the pertinent literature. Furthermore, there exists a gap in the literature concerning the comparative impacts of mediating variables on the connection between charismatic leadership and teacher performance. Recently, a rich body of research has identified organizational loyalty as an antecedent of teacher performance (Akman, 2017; Mathieu & Zajac, 1990). However, the literature has yet to offer an explanation regarding the mediating role of organizational loyalty in the association between charismatic leadership and teacher performance. To address bridge these gaps in the literature, we tried to explore the correlation between charismatic leadership and teacher performance in Türkiye, with a particular emphasis on the mediating effect of organizational loyalty. Thus, in this study, we seek answers to the research questions below:

RQ1: Does a significant correlation exist between charismatic leadership, organizational loyalty, and teacher performance?

RQ2: Does organizational loyalty act as a mediator in the association between charismatic leadership and teacher performance?

This study constitutes empirical evidence of how organizational loyalty as well as charismatic leadership play a role in shaping teacher performance. This study is original as it addresses two relatively new concepts that have been more popular among educational management and leadership (EDML) researchers. Although the concept of leadership has been extensively studied, charismatic leadership is a relatively new approach adopted more at schools nowadays. Similarly, organizational loyalty is a concept that has only recently attracted attention in educational settings. In addition, the relation between teacher performance and charismatic leadership has not received enough attention in EDML literature. Therefore, in-depth knowledge of this can contribute to an increased understanding of what it takes to achieve a high teacher performance. Such evidence will truly be helpful for practitioners and policy-makers to focus on constructs that can enhance teacher performance by raising awareness of what factors are influential in promoting it.

Theoretical Background

This part of the study presents the theoretical background. Firstly, we discuss the underpinning theory that serves as a foundation to study the relationship among teacher performance, organizational loyalty and charismatic leadership. Then we discuss the conceptual meanings of the variables included in this study.

Underpinning Theory

The variables that we focus on in the current study are teacher performance, organizational loyalty and charismatic leadership. The relationship among these variables relies on the Theory of Social Exchange, which was developed by American sociologist George C. Homens and is a widely recognized theory in organizational behaviour. This theory basically posits that social behaviour results from a process of exchange in which individuals get into interactions expecting to receive rewards and benefits while minimizing costs (Emerson, 1976). The social exchange theory can be applied to various contexts including workplace relationships such as schools. Within the framework of the Social Exchange Theory, charismatic leadership can be considered as a type of social exchange between leaders and followers. Charismatic leaders provide their followers with emotional support, vision and inspiration, and in return, they expect loyalty, commitment and effort. (Conger & Kanungo, 1987). On the other hand, organizational loyalty can be understood as the result of positive social interactions between a specific organization and its employees including teachers. When people holding leadership positions create a supportive work environment, employees are inclined to cultivate loyalty and commitment towards the organization. (Allen & Meyer, 1996). The Social Exchange Theory suggests that people working at an organization, including, teachers, feel motivated to put more effort in what they do if they believe that the organization recognises their contributions. Likewise, when teachers feel valued and supported, they tend to be highly engaged and perform better in their roles (Kyriakides & Creemers, 2008). By adopting the Social Exchange Theory as the basis, we aim to explore how charismatic leadership within educational organizations influences teacher performance and cultivates organizational loyalty among teachers.

Charismatic Leadership

Leadership can be defined as a process of guiding and influencing people by effectively communicating instructions, equipping them with essential resources, and motivating them to act accordingly (Bass & Bass, 2008). Likewise, in an educational context, leadership refers to the ability of educational administrators or school leaders to guide, inspire, and influence teachers, students, and other stakeholders to achieve common educational goals (Bush, 2006). In recent decades, charismatic leadership has turned out to be significant in educational settings. Charismatic leadership is accepted to be a multidimensional phenomenon which involves the interaction of various elements (Conger et al., 1997). This phenomenon is grounded on followers' perceptions about their leader's behaviours, which means that charismatic leadership relies on the properties attributed to the leader by followers as well as power-generated charisma (Conger & Kanungo, 1988).

In our study, charismatic leadership refers to a leadership approach in which the leader guides and inspires followers, awakens respect among them, encourages them to think positively about the future, gives them a sense of mission, and displays motivating behaviours for that purpose (Conger & Kanungo, 1988). In this study, relying on the model of charismatic leadership, which was developed by Conger and Kanungo, charismatic leadership is considered as a six-dimensional construct. Conger and Kanungo (1987) outline these dimensions as follows: (i) strategic vision, (ii) personal risk, (iii) extraordinary behaviors, (iv) sensitivity to member needs, (v) environmental sensitivity, and (vi) non-maintenance of the status quo. Strategic vision entails creating a future image that individuals can identify with and find exciting. Moreover, charismatic leaders dedicate themselves to the vision and foster a collective purpose by taking personal risks and displaying extraordinary actions. Also, charismatic leaders transform organizational goals into a vision of the future, while remaining attentive and demonstrating sensitivity to their followers' needs. In other words, they provide individual care to the members of the organization, address their needs, and foster their personal growth. When determining a vision and during the realization of the established vision, charismatic leaders also demonstrate environmental sensitivity by analysing the prevailing environmental conditions, opportunities and threats within the organization. Lastly, the term status quo refers to the existing state and conditions within a society or organization. Charismatic leaders prioritize moving towards a new objective rather than maintaining the current state. In this sense, non-maintenance of the status quo aligns harmoniously with the vision setting.

Organizational Loyalty

In recent decades, studies on educational management and leadership have focused on the versatile consequences of organizational loyalty (Kim et al., 2020). This concept is nowadays attracting more attention than ever as it comes to the fore as a significant element affecting the attainment of

organizational goals. According to Vuong et al. (2021), organizational loyalty appears when members of an organization identify themselves with the organization. When they develop such a sense of connection with the organization, they prioritize the good of the organization rather than their own (Simon, 1991). In an educational context, organizational loyalty refers to the commitment and dedication of individuals, such as teachers, staff, and administrators, to the educational institution they are associated with (Miskel et al., 1979). It implies a strong feeling of allegiance besides devotion to school, as well as a willingness to support its mission, values, and objectives. Educational professionals who exhibit organizational loyalty are more likely to work collaboratively, stay committed during challenging times, and foster a positive work environment.

In our study, organizational loyalty refers to the steadfast commitment and dedication displayed by individuals towards a specific organization (Kang et al., 2007). The foundation of organizational loyalty was laid by Barnard (1938), and subsequently, developed by Hirschman (1970) as well as Farrell and Rusbult (1985). Hirschman (1970) presented a conceptual framework that includes the concept of loyalty as an organizational behaviour. In the model proposed by Hirschman, there are three options including exit, voice, and loyalty. Later, Farrell and Rusbult (1985) developed a new model of loyalty based on Hirschman's analytical framework. Within this approach, the model widely known as EVLN encompasses the options of neglect, loyalty, exit and voice as reactions to organizational situations. This study examines the dimensions of organizational loyalty in educational organizations, particularly schools. The study accordingly relies on the dimensions of organizational loyalty within the context of educational organizations including loyalty to managers, colleagues, and students as offered by Akman (2017). Firstly, Hoy and Rees (1974) state that teachers who demonstrate loyalty to their managers positively influence their own feelings and play a significant role in achieving educational objectives. Furthermore, Dooley and Fryxell (1999) emphasize that the loyalty held by teachers towards each other affects the quality of decisions made in line with educational objectives. Thus, loyalty that emerges among the members of a specific group becomes a factor that fosters a positive climate throughout the organization, which then increases efficiency. Lastly, the emergence of such positive emotions also influences students' relationships with teachers (Pianta & Stuhlman, 2004). In other words, loyalty including trust, appreciation, and healthy communication between teachers and students are crucial in fostering positive teacher-student relationships.

Teacher Performance

Teacher performance is a concept which has attracted attention of educational management and leadership researchers within the scope of school effectiveness. According to Özdemir (2014, p. 108), performance is considered to be a behaviour by its nature, and defines the concept as the sum of a member's behaviours and deeds in an organization. Considering the significance of the human resources possessed by organizations, teachers are considered the most valuable human resource in educational institutions. Therefore, teacher performance emerges as a professional concept that is influenced by numerous factors and has various outcomes. Indeed, Triwahyuni et al. (2014) state that teacher performance is a complex system with inputs, processes, and outputs. According to Triwahyuni et al., teacher performance stands out as a multidimensional process in which individual, collective, cultural, legal, and political principles interact to achieve educational goals. On the other hand, Martin (2018) defines teacher performance as the totality of attitudes and behaviours resulting in students' learning outcomes. According to Martin, there is a prevailing view that the better the students learn, the better the teacher's performance is. As evident from Martin's definition, teacher performance is approached in terms of the impact it creates on students' learning outcomes.

In our study, teacher performance refers to the results demonstrated by a teacher in the process of effectively and efficiently fulfilling the tasks assigned to them, considering their skills, experience, and the proper use of time (Fitria, 2018). This study relies on the dimensions of teacher performance as offered by Limon (2019), who lists the dimensions as (i) task performance, (ii) contextual performance and (iii) adaptive performance. Firstly, Yonghong and Chongde (2006) emphasize that task performance, in the context of the teaching profession, refers to the professional behaviours that a teacher is required to perform and have been predetermined. Yonghong and Chongde (2006) address task performance based on concepts such as the effectiveness of teaching, teacher-student interaction, and the value of teaching. Also, Borman and Motowildo (1993; 1997) define contextual performance as behaviours which have no direct contribution to the organization's objectives although they improve the organizational, psychological, and social environment. In this regard, contextual performance reflects the behaviours that highlight the teacher's autonomy and are decided to be performed independently.

Lastly, Pulakos et al. (2000) highlight that adaptive performance is increasingly becoming important as a result of today's dynamic professional life. Adaptive performance involves managing emergencies, dealing with work stress, finding creative solutions for problems, tackling uncertain or unpredictable cases at work, adapting to technology and innovations, establishing harmony among people, accommodating cultural differences, and physical fitness.

Organizational Loyalty and Teacher Performance

It is evident that there are several factors that influence teacher performance, which is visible through student achievement. Some of these factors include organizational culture organizational commitment and job satisfaction (Taylor & Tyler, 2012). One of the factors influencing teacher performance is organizational loyalty. The effectiveness of a school and its teachers can be approached relying on the loyalty of teachers have towards their school and its leaders. In other words, organizational loyalty results in teachers' efforts to reach the goals of the educational institutions of which they are a part. Indeed, it is emphasized that teachers who possess a sense of organizational loyalty and commitment tend to exhibit improved performance (Kılıç, 2019; Mathieu & Zajac, 1990; Özdemir & Gören, 2017). Therefore, we propose the following hypothesis in the current study:

Hypothesis 1: Organizational loyalty will affect teacher performance in a positive direction.

Charismatic Leadership and Organizational Loyalty

Organizational loyalty, which influences teacher performance, is also affected by various factors. One of the most significant determinants of organizational loyalty is thought to be the leadership behaviour exhibited by school administrators. In fact, Leithwood and Jantzi (2005) also mention a strong relationship between organizational loyalty and school leadership. Overall, leadership has a pivotal effect on fostering organizational loyalty by creating an environment where employees feel valued, engaged, and aligned with the organization's values and goals. At this point, Wu and Wang (2012) state that one of the leadership styles that influence the level of organizational loyalty among members is charismatic leadership. According to Wu and Wang, when any member of an organization perceives the leader as charismatic, they feel more committed and loyal to the leader and organization. Charismatic leaders are likely to inspire and motivate their employees through what they say and what they do. Thus, charisma can have a significant impact on organizational loyalty by creating a positive and engaging work environment that fosters strong connections between leaders and employees (House & Howell, 1992). Likewise, charismatic leadership can create a

positive effect on teachers' loyalty within educational settings (Arabacı, 2014). Charismatic leaders in education, such as school principals or administrators, who exhibit certain behaviours and traits associated with charisma can foster a sense of loyalty among teachers (Leithwood et al., 2004). Hence, we propose the next hypothesis in the current study:

Hypothesis 2: Charismatic leadership will affect teachers' organizational loyalty in the positive direction.
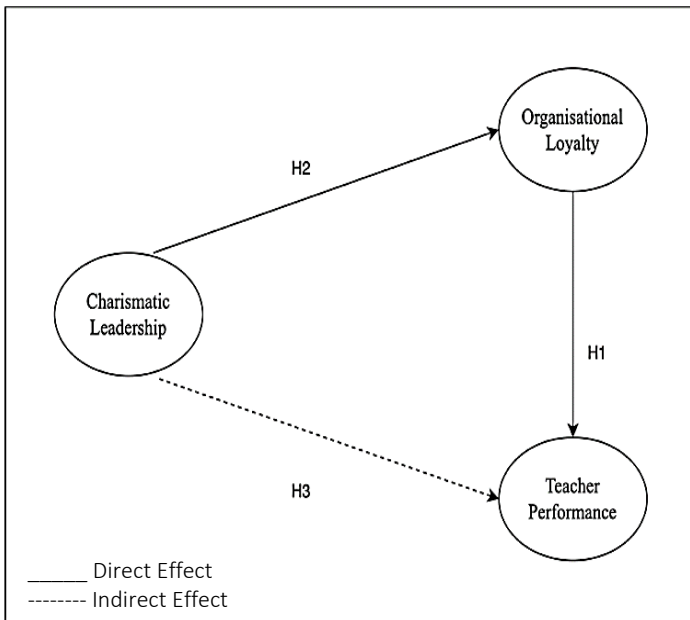
The Mediating Role of Organizational Loyalty in the Relationship between Teacher Performance and Charismatic Leadership

School leadership has both direct and indirect effects on achieving educational goals. A vital reflection of leadership is about teacher performance. Indeed, the leadership behaviour exhibited by school administrators is a crucial determinant of teacher performance. As mentioned above, charismatic leadership has various positive effects such as organizational trust (Tuti & Özdemir, 2024). Also, when school leaders display charismatic leadership behaviours, teacher performance improves as a result of the positive and engaging working environment created by the charismatic school leader (Patrick & Smart, 1998). However, the positive connection between charismatic leadership and teacher performance even gets stronger with the impact of organizational loyalty held by teachers. In other words, charismatic leadership creates a positive working environment, in which teachers start to have a sense of belonging and loyalty to the job. Hence, charismatic leadership increases teachers' level of organizational loyalty (Wu & Wang, 2012). When teachers have a strong sense of organizational loyalty, they tend to be more motivated to do well in their job, which has a positive impact on their performance (Mathieu & Zajac, 1990). Based on this, it is suggested that charismatic leadership improves teacher performance through the mediation of organizational loyalty. Hence, we propose the last hypothesis in the current study:

Hypothesis 3: Charismatic leadership will have a mediating effect on the relationship between teacher performance and organizational loyalty.

Figure 1 below shows the hypothesized model developed in the current study for the relationship among independent (charismatic leadership), mediating (organisational loyalty) and dependent (teacher performance) variables of the study.

Figure 1.
The Hypothesized Model

Methods

We employed the correlational model design in this study, which analyses the relationships among teacher performance, organizational loyalty and charismatic

leadership. In the current study, we hypothesized a model testing the mediating effect of organizational loyalty in the relation between teacher performance and charismatic leadership and then tested the model.

Population and Sample

The current study population included 13,513 teachers teaching in 442 primary schools in nine districts in Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Pursaklar, Sincan and Yenimahalle) during the 2020-2021 Academic Year. The selection of the sample schools was determined using the stratified sampling method, taking into account the number of teachers working in the districts. This method aims that the sub-groups within the population are represented in the sample in proportion to their weights within the population. In this study, each district within the study population was considered as a stratum. By taking into account the proportions of the districts in the target population, the number of teachers for the sample from each district was determined. The distribution according to the stratum weights, indicating the number of schools and teachers in the population, the number of teachers in the sample, the number of returned scales, and their proportion in the sample, is presented in Table 1.

Table 1.
The Number of Public Primary Schools and Teachers in the Districts Comprising the Sample and Their Proportion in the Population Compared to Their Number in the Sample

Districts	Number of State Schools	Number of Teachers	Number in the Sample	Proportion in the Sample	Number of Returned Scales
1. Altındağ	55	1425	39.33	6	31
2. Çankaya	80	1871	51.63	12.8	66
3. Etimesgut	32	1475	40.71	10.1	52
4. Gölbaşı	28	420	11.59	3.9	20
5. Keçiören	58	2545	70.24	21.6	111
6. Mamak	76	1912	52.77	22.4	115
7. Pursaklar	13	477	13.16	9.3	48
8. Sincan	43	1680	46.36	6.4	33
9. Yenimahalle	57	1708	47.14	7.4	38
TOPLAM	442	13513	373.93	100	514

As seen in Table 1, the sample of 374 teachers, which represents the population, was determined based on the proportion of the number of teachers working in the districts. It is also noted that as the sample size increases, the power of the analysis increases and the standard error decreases (Tabachnick & Fidell, 2012, p. 36). From this point of view, more scales were administered to the sample, considering possible data losses. Thus, the sample size came closer to the population size. Accordingly, the research sample included 31 teachers from Altındağ, 66 from Çankaya, 52 from Etimesgut, 20 from Gölbaşı, 111 from Keçiören, 115 from Mamak, 48 from Pursaklar, 33 from Sincan, and 38 from Yenimahalle.

Table 2 below presents the demographic information about the participant teachers.

Table 2.

Demographic Information about the Participant Teachers (N=514)

Variable	Sub-Groups	Frequency (n)	Percentage (%)
Gender	Female	395	76.8
	Male	119	23.2
Age	20-30	46	8.9
	31-40	179	34.8
	41-50	184	35.8
	51 and older	105	20.4
Educational Background	Bachelor's degree	442	86.0
	Graduate degree	72	14.0
Seniority (year)	<=5	43	8.4
	6-10 years	57	11.1
	11-15 years	91	17.7
	16-20 years	103	20.0
	>=21	220	42.8
TOTAL		514	100

As seen in Table 2, a total of 514 teachers participated in the current study. Of these participants, 395 were female and 119 were male teachers. Most of the teachers were in the age range of 41 to 50 (n=184). Additionally, 442 participant teachers held a bachelor's degree (86%).

Data Collection Tools

Ethics committee approval was obtained from Hacettepe University Ethics Committee (Date: 30.09.2020, Number: 35853172-600). Written informed consent was obtained from participants who participated in this study. We collected the study data with the Conger-Kanungo Charismatic Leadership Scale (CK-CLS), the Organisational Loyalty Scale (OLS) and the Teacher Work Performance Scale (TWPS).

Charismatic Leadership. Conger and Kanungo (1994) developed the CK-CLS, while Özdemir and Pektaş (2020) adapted it into Turkish culture. The scale aims to evaluate the charismatic leadership behaviours of principals. CK-CLS has six sub-scales and 25 items in total. It is a 5-point Likert-type scale. The sub-scales are as follows: (i) setting and articulating a vision (6 items), (ii) showing environmental sensitivity (7 items), (iii) engaging in unconventional behavior (3 items), (iv) taking personal risks (4 items), (v) demonstrating sensitivity to member needs (3 items), and (vi) not maintaining the status quo (2 items). The sample item is given as follows: "S/he is an inspiring speaker." To test the structural validity, we conducted CFA in the current study. The results showed a good fit of the six-factor construct ($\chi 2/df$= 1.86, RMSEA=.04, AGFI=.97, NFI=.93, CFI=.96, IFI=.96). We also calculated the alpha coefficient of the scale to be .97.

Organisational Loyalty. The OLS, developed by Akman (2017), is a data collection tool aimed at determining the level of loyalty teachers have towards their schools. It consists of three sub-scales and 11 items in total. It is a 5-point Likert scale. The sub-scales are as follows: (i) loyalty to administrators (4 items), (ii) loyalty to colleagues (3 items), and (iii) loyalty to students (4 items). A sample item is as follows: "I tell my friends or colleagues about the competencies of my school principal." To test the structural validity, we conducted CFA. The results showed a good fit of the three-factor construct (χ^2/df= 2.28, RMSEA=.05, AGFI=.99, NFI=.98, CFI=.99, IFI=.99). We also calculated the alpha coefficient of the scale to be .85.

Teacher Performance. The TWPS, developed by Limon (2019), is a data collection tool designed to measure teachers' performance through self-reporting. It consists of three sub-scales and 37 items in total. It is a 5-point Likert scale. The scale dimensions are as follows: (i) task performance (16 items), (ii) contextual performance (9 items), and (iii) adaptive performance (12 items). The sample item is given as follows: "I give importance to my professional development." To test the structural validity, we conducted CFA. The results showed a good fit of the

three-factor construct (χ^2/df= 3.37, RMSEA= .06, AGFI= .93, NFI= .83, CFI= .87, IFI= .87). We also calculated the alpha coefficient of the scale to be .94.

Procedures and Data Analysis

We conducted all analyses in the current study by using the Mplus 8.3 package program. At first, we calculated the descriptive statistics as well as zero-order correlations between the independent, mediating and dependent variables. Before testing the hypothesized relationships between variables, we performed CFA for the model that we proposed in the current study to ensure construct distinctiveness among variables. Then we ran tests for the mediated effect of teachers' organisational loyalty on the relation between charismatic leadership and teacher performance. We employed the bootstrapping method, which was suggested by Preacher and Hayes (2008, p. 880), to get the confidence intervals and significance levels for paths. We examined model fit with the Tucker-Lewis index (TLI), comparative fit index (CFI) and the root mean square error of approximation (RMSEA). CFI and TLI values of .90 or greater and .95 or greater indicate adequate and good fit respectively. RMSEA values of .08 or less and .05 or less indicate adequate and good fit respectively (Hu & Bentler, 1999, p. 6). We collected the study data from a single source (i.e., teachers). hence, we tried to diminish common method bias (MacKenzie & Podsakoff, 2012). In this line, we used the single-factor test suggested by Harman (1967, p. 23). The analysis revealed that the Harman's single factor test result was 27.604% (less than 50%), which means that the current study showed no sign of common method bias.

Results

The current study investigated the relations among teacher performance, organizational loyalty and charismatic leadership, besides the mediating role of organisational loyalty in the relation between charismatic leadership and teacher performance.

Descriptive Statistics

Table 3 below gives the means, standard deviations, and Pearson correlations for the variables analysed in the study.

Table 3.

Means, standard deviations and correlations (n=514)

| Variable	X̄	sd	KL	OL	TP
CL	3.76	.76	-		
OL	4.17	.50	.55*	-	
TP	4.39	.36	.32*	.41*	-

Abbreviations: CL, charismatic leadership, OL, organisational loyalty, TP, teacher performance
*$p < .05$

As is clear in Table 3, the arithmetic mean values of charismatic leadership, organisational loyalty and teacher performance were at medium and high levels. The results indicate that school principals display charismatic leadership behaviours at schools where the current study was conducted, and teachers feel loyal to their schools and have high performance. In addition, the Pearson correlation coefficient values among charismatic leadership, organisational loyalty and teacher performance are below .85. This result shows that there was no multicollinearity problem in the study. Also, as is seen in Table 3, teacher performance is significantly and positively related to organisational loyalty (r= .51, $p < .05$). Furthermore, organisational loyalty is significantly and positively related to charismatic leadership (r= .55, $p < .05$). All these results provide preliminary support for the research hypotheses. In other words, these relationships observed among the variables of the current study present clues to support the conceptual model that charismatic leadership and organisational loyalty affect teacher performance, while the relation between charismatic leadership and teacher performance is mediated by organisational loyalty.

Results Regarding the Structural Equation Model

Figure 2 as well as Table 4 below show the SEM results of the theoretical model for the relationship among independent (charismatic leadership), mediating (organisational loyalty) and dependent (teacher performance) variables of the current study.
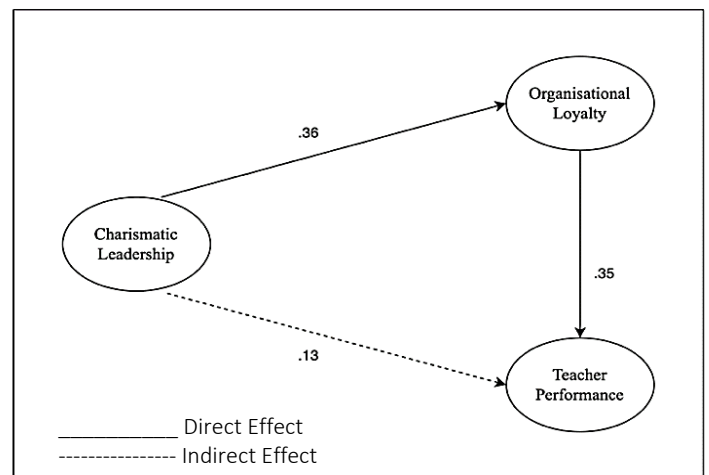
Figure 2.

The Model of the Mediating Role of Organisational Loyalty in the Relationship between Charismatic Leadership and Teacher Performance

Table 4.

Unstandardized Coefficients for Testing the Direct, Indirect and Total Effects (N=514)

	Estimate	SE	LLCI*	ULCI*	*p*
Direct Effects					
CL--OL	.36	.02	.32	.40	**
OL--TP	.35	.04	.27	.42	**
CL--OP	.12	.07	.05	.02	**
Indirect effect					**
CL--OL--TP	.13	.01	.09	.15	**
Total effect					**
CL-OL-TP	.16	.02	.12	.19	**

Abbreviations: CL, charismatic leadership; OL, organizational loyalty; TP, teacher performance Note: **$p < .05$; *LLCI, **lower-level** confidence interval; ULCI, upper-level confidence interval

In this study, Hayes' (2013) approach was used to test the hypotheses. In this line, we used 5000 bootstrapped samples to calculate indirect effects (CI=95%). Bootstrap analysis revealed that direct effect of organizational loyalty on teacher performance was significant (β = .35, 95% CI [.27 .42]). This finding confirmed Hypothesis 1 in the current study. It was also seen that direct effect of charismatic leadership on organizational loyalty was significant (β=.36, 95% CI [.32 .40]. This finding confirmed Hypothesis 2 in the current study. Mediation analysis revealed that the indirect effect of charismatic leadership on teacher performance via organizational loyalty was significant (β=.13, 95% CI [.09 .15]). This finding confirmed Hypothesis 3 in the current study. The model showed a good model fit ($\chi2/df$ = 4.00, CFI=.96, TLI=.92, RMSEA=.08). Confirming Hypothesis 3, the study results show that the relation between charismatic leadership and teacher performance was mediated by organisational loyalty.

Discussion

The current study aims to investigate the relation among teacher performance, organizational loyalty and charismatic leadership relying on the views of 514 teachers working in public primary schools in nine districts in Ankara in 2020-2021 academic year.

Discussion of Key Findings

In this study, we firstly investigated the effect of organizational loyalty on teacher performance. The study results indicated that teachers' perception of organizational loyalty had a significant impact on their performance. This finding supports the results of the previous studies in the literature which concluded that a sense of loyalty to the organization affected teacher performance significantly (Hidayati et al., 2019; Wahyuni et al., 2014). The current study finding suggests that when teachers feel loyal to the schools where they work, they tend to perform better in teaching. This might result from the fact that loyalty fosters a sense of belonging, which encourages teachers to work cohesively and collaboratively with colleagues. Also, organizational loyalty often leads to increased intrinsic motivation among teachers. Through the intrinsic motivation, teachers find via organizational loyalty, they feel more connected to their school and its values, and they are more likely to find personal satisfaction in their work. These positive feelings all result in improved performance and a higher quality of teaching.

In the current study, we also examined the effect of charismatic leadership on organizational loyalty. The study results indicated that charismatic leadership had a significant impact on teachers' organizational loyalty. This study finding reinforces the previous study findings in the related literature which concluded that school principals' charismatic leadership behaviours positively affected teachers' perception of organizational loyalty significantly (Gündüz, 2021; Özdemir et al., 2023). The current study finding suggests that when teachers think that school principals display charismatic leadership behaviours, they are connected to their school with organizational loyalty. This might be because charismatic school leaders possess qualities that inspire and motivate teachers, which creates a sense of admiration, trust and loyalty among them. In this way, school principals who adopt a charismatic leadership style can influence teachers' dedication to the school and their commitment to their roles as teachers. Thus, charismatic leadership can improve organizational loyalty among teachers.

In our study, we lastly investigated the mediating role of organizational loyalty in the relation between charismatic leadership and teacher performance. The study results showed that charismatic leadership positively affected teacher performance via the mediating effect of organizational loyalty. This finding supports the previous studies in the literature which concluded that organizational loyalty had a mediating role in the relationships between various variables such as job satisfaction, job performance, employee empowerment and innovative behaviour (Khan et al., 2020; Sazkaya & Dede, 2018). The current study finding suggests that charismatic leadership behaviours of school principals enhance teachers' organizational loyalty, which in

turn increases their performance at school. This might be because charismatic leaders are skilled at creating a common vision and inspiring their followers in this direction mostly by building trust and rapport with their followers. Likewise, when teachers feel supported by charismatic leaders, they might feel more loyal to the school, which ultimately creates a positive work environment and enhance their performance in the classroom.

The three findings of our study specifically accentuate in Turkish culture. According to Hofstede's (1980) cultural dimensions theory, Türkiye is a relatively collectivist society. In such collectivist cultures, there is an emphasis on group harmony, loyalty and cooperation. Moreover, individuals are anticipated to prioritize the needs of the group above their own personal objectives. In that sense, Türkiye's collectivist tendencies might be reflected in the educational setting of the country through the interpersonal relationships between teachers and school leaders fostered by charismatic leadership. When charismatic leaders value the teachers at school, there arises a strong bond between them. Thus, teachers feel more loyal not only to their school principals, but also to colleagues and students, which in turn results in an enhanced performance. It is obvious that the emphasis on strong social relationships affects the Turkish education system as we found out in this study as a result of the collectivist tendencies of the country.

Conclusion and Recommendations

Implications for Theory
The current study reveals that charismatic leadership positively affects organizational loyalty, and organizational loyalty positively affects teacher performance, while charismatic leadership positively influences the work performance of teachers with the mediating effect of organizational loyalty. These findings have several implications for theory in the fields of leadership, organizational behaviour, and education. First of all, our findings support and validate the charismatic leadership theory. As one of the dimensions of charismatic leadership theory developed by Conger and Kanungo puts forth, leaders characterized by charisma create a vision for their followers and inspire and motivate them to perform beyond expectations. In line with the charismatic leadership theory, this study suggests that charismatic leadership indeed contributes to improved teacher performance, and this effect is mediated by the loyalty teachers feel toward the school. Also, our study underscores the multifaceted nature of charismatic leadership. Our findings imply that school leaders' charisma can indirectly create positive outcomes

through mechanisms like organizational loyalty. This provides a deeper understanding of how charisma operates beyond mere charm and enthusiasm. Lastly, our study underlies the importance of emotions in leadership and performance. Charisma often triggers emotional responses, and loyalty itself is an emotional commitment. This proves the importance of considering emotional factors in leadership theories. Thus, it seems possible to state that our study contributes to the development of a more comprehensive leadership model that incorporates both leadership traits such as charisma and organizational dynamics such as loyalty to explain how leadership impacts outcomes in an educational setting. Furthermore, the study enriches the existing literature by integrating emotional and relational aspects into the charismatic leadership paradigm. It provides empirical evidence supporting the mediating role of organizational loyalty, which adds a nuanced layer to our understanding of leadership effectiveness. By emphasizing the indirect pathways through which charismatic leadership influences performance, the research opens new avenues for examining the interplay between leadership qualities and organizational culture. Finally, this study's findings suggest practical implications for educational administrators aiming to enhance teacher performance through targeted leadership development programs.

Implications for Policy and Practice
This study also has some implications for policy and practice. Firstly, our findings highlight the importance of organizational loyalty as a mediator between leadership and performance. This means that loyalty can act like a bridge which transforms the influence of charismatic leadership into tangible improvements in teacher performance. In other words, adopting charismatic leadership qualities and practices can positively affect teacher performance by promoting loyalty. This emphasizes the significance of fostering loyalty to enhance the effectiveness of leadership practices. Hence, our findings offer practical insights for educational leaders and administrators. In this line, we recommend school leaders to focus on professional development strategies to improve ways of effective communication, create a compelling and shared vision for the school, recognize and appreciate the efforts of teachers, and build trust and openness. Thus, they can create an environment where teachers feel comfortable expressing their opinions, sharing concerns and participating in decision-making processes, which will all strengthen teachers' sense of loyalty and connection to the school. The current study findings also have some implications for

policy-makers. They can take necessary steps to collaborate with school leaders for professional development. In this line, they can start leadership development programs which will provide school principals with training on effective communication, emotional intelligence, inspiration and vision sharing.

Limitations

This study has various limitations even though it significantly contributes to the existing literature of educational leadership. Firstly, the current study design is cross sectional research, which means that the study aimed at describing a phenomenon at a single moment in time. Therefore, researchers can conduct longitudinal studies with data collected over an extended period of time. Moreover, in the current study, we conducted a model test to examine the mediating role of organizational loyalty in the impact of charismatic leadership on teacher performance. Research designs involving multilevel analyses that include variables like organizational citizenship, organizational identification, different leadership styles, and others can be adopted to investigate the issue in further detail. Also, the study data is limited to public primary schools in nine districts in Ankara. New research could be conducted using data collected from other districts of Ankara as well as from other cities in Turkey. In the current study, we examined the relationship among teacher performance, organizational loyalty and charismatic leadership according to the opinions of teachers. New research could be conducted by consulting the opinions of both school administrators and teachers to comparatively analyse the views of the two groups. Lastly, this study is limited to the perceptions of teachers teaching in public primary schools. Future research can compare the views of teachers teaching in public and private schools as well as at different educational levels.

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Genişletilmiş Özet

Giriş

Öğretmen performansı eğitim ortamlarında her zaman üzerinde durulan konulardan biri olmuştur. Belirli bir öğrenme ortamında eğitim hedeflerine ne ölçüde ulaşıldığını etkileyen pek çok faktör olmasına rağmen, öğretmenler bu anlamda çok önemli bir rol oynamaktadır. Mevcut araştırmalar, müdürlerin liderlik davranışları ile öğretmen performansı arasında olumlu ve doğrudan ilişkiler olduğunu gösteren kanıtlar sunmuştur (Kuloba, 2010). Ancak, literatürde karizmatik liderlik ve öğretmen performansı arasındaki ilişki ile ilgili olarak herhangi bir çalışmaya rastlanmamıştır. Ayrıca, karizmatik liderlik ve öğretmen performansı arasındaki ilişkide aracı değişkenlerin göreli etkilerine ilişkin literatürde bir boşluk bulunmaktadır. Son yıllarda, örgütsel sadakatin öğretmen performansının bir öncülü olduğunu ortaya koyan çok sayıda araştırma yapılmıştır (Akman, 2017; Mathieu & Zajac, 1990). Ancak literatür, karizmatik liderlik ve öğretmen performansı arasındaki ilişkide örgütsel sadakatin aracılık etkisine dair henüz bir yanıt sunmamıştır. Literatürdeki bu boşlukları gidermek için, bu çalışmada Türkiye'de karizmatik liderlik ve öğretmen performansı arasındaki ilişki, örgütsel sadakatin aracılık rolüne odaklanarak araştırılmıştır. Bu doğrultuda, bu çalışmada aşağıdaki araştırma soruları ele alınmaktadır:

1. Karizmatik liderlik, örgütsel sadakat ve öğretmen performansı arasında anlamlı bir ilişki var mıdır?
2. Örgütsel sadakatin karizmatik liderlik ve öğretmen performansı arasındaki ilişki üzerinde aracılık etkisi var mıdır?

Yöntem

Karizmatik liderlik, örgütsel sadakat ve öğretmen performansı arasındaki ilişkileri inceleyen bu çalışmada ilişkisel tarama modeli kullanılmıştır. Bu çalışmada, karizmatik liderlik ve öğretmen performansı arasındaki ilişkide örgütsel sadakatin aracılık rolünü test eden bir model hipotezi oluşturulmuş ve model test edilmiştir. Araştırmanın evrenini 2020-2021 Eğitim Öğretim Yılında Ankara'nın dokuz ilçesinde (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Pursaklar, Sincan ve Yenimahalle) bulunan 442 devlet ilkokulunda görev yapan öğretmen oluşturmaktadır. Çalışmanın örneklemi ise, tabakalı örnekleme yöntemiyle seçilen ve gönüllülük esasına göre çalışmaya katılan toplam 514 öğretmenden oluşmaktadır.

Sonuç ve Tartışma

Araştırma bulguları, öğretmenlerin örgütsel bağlılık algılarının performansları üzerinde önemli bir etkisi olduğunu göstermiştir. Mevcut bulgu, öğretmenlerin çalıştıkları okullara bağlılık hissettiklerinde, öğretimde daha iyi performans gösterme eğiliminde olduklarını göstermektedir. Bir diğer araştırma bulgusuna göre, karizmatik liderlik öğretmenlerin örgütsel bağlılığı üzerinde anlamlı bir etkiye sahiptir. Bu bulgu, okul müdürleri karizmatik liderlik davranışları sergilediğinde, öğretmenlerin okullarına örgütsel bağlılıkla bağlandıklarını göstermektedir. Son olarak, bu araştırmada karizmatik liderliğin örgütsel sadakatin aracılık etkisiyle öğretmen performansını olumlu yönde etkilediği bulgusuna ulaşılmıştır. Mevcut araştırma bulguları, okul müdürlerinin karizmatik liderlik davranışlarının öğretmenlerin örgütsel sadakatini artırdığını ve bunun da okuldaki performanslarını artırdığını göstermektedir. Araştırma bulguları özellikle Türk kültürüne vurgu yapmaktadır. Hofstede'nin (1980) kültürel boyutlar teorisine göre Türkiye görece kolektivist bir toplumdur. Bu tür kolektivist kültürlerde grup uyumu, sadakat ve iş birliğine vurgu yapılır. Ayrıca, bireylerin grubun ihtiyaçlarına kendi kişisel hedeflerinden daha fazla öncelik vermeleri beklenir. Bu anlamda, Türkiye'nin kolektivist eğilimleri, karizmatik liderlik tarafından teşvik edilen öğretmenler ve okul liderleri arasındaki kişilerarası ilişkiler yoluyla ülkenin eğitim ortamına yansımaktadır. Karizmatik liderler okuldaki öğretmenlere değer verdiğinde, aralarında güçlü bir bağ oluşuyor. Böylece öğretmenler sadece okul müdürlerine değil, aynı zamanda meslektaşlarına ve öğrencilerine de daha sadık hissederler ve bu da performanslarının artmasıyla sonuçlanır. Güçlü sosyal ilişkilere yapılan vurgunun, ülkenin kolektivist eğilimlerinin bir sonucu olarak bu çalışmada ortaya koyduğumuz gibi Türk eğitim sistemini etkilediği açıktır.