

An Application for The Relationship Between Teachers' Transformational Leadership Perception and Individual Performance Perception

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Abstract: In this study it is aimed to examine the relationship between teachers' transformational leadership perceptions and individual performances. A questionnaire was applied on 411 classroom teachers working in private primary schools in Istanbul in the 2023-2024 academic year. According to the results teacher performance perception and leadership dimensions are higher in males, 25 age and below, 3 years and less in working experience and in teachers with extended families. All dimensions of teacher performance and transformational leadership did not show statistically significant differences according to the demographic characteristics of the teachers ($p > 0.05$). There is a positive and statistically significant correlation between total transformational leadership score, charisma dimension, intellectual power dimension, individual interest dimension and inspiration dimension of transformational leadership and teacher performance ($p < 0.01$). When the coefficients are evaluated, it is seen that the most influential dimensions on individual performance are charisma and inspiration, followed by intellectual power and individual interest.

Keywords: Leadership, school leadership, teacher performance, school performance.

Öğretmenlerin Dönüşümcü Liderlik Algısı İle Bireysel Performans Algısı Arasındaki İlişkiye Yönelik Bir Uygulama

Öz: Bu araştırmada, öğretmenlerin dönüşümcü liderlik algıları ile bireysel performansları arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmada bu çerçevede, İstanbul ilinde çeşitli özel ilkokullarda 2023-2024 eğitim öğretim yılında görev yapan 411 sınıf öğretmeni üzerinde gönüllülük usulüne göre anket uygulaması yapılmıştır. Araştırmada elde edilen sonuçlara göre işgören performans algısı ve liderlik boyutlarının puanları erkeklerde, 25 ve altında yaşa sahip olanlarda, 3 yıl ve altında mesleki deneyime sahip olanlarda ve geniş aileye sahip olan öğretmenlerde daha yüksek düzeydedir. Fark analizi sonuçlarına göre işgören performansı ve dönüşümcü liderliğin tüm boyutları, öğretmenlerin demografik özelliklerine göre istatistiksel olarak anlamlı farklılıklar göstermemektedir ($p > 0.05$). Korelasyon analizi sonuçlarına göre işgören performansı toplam dönüşümcü liderlik puanı, dönüşümcü liderliğin karizma boyutu, entelektüel güç boyutu, bireysel ilgi boyutu ve ilham boyutu ile pozitif yönde ve istatistiksel olarak anlamlı korelasyon olduğu görülmüştür ($p < 0.01$). Korelasyon katsayıları değerlendirildiğinde, bireysel performans üzerinde en fazla etkili olan boyutların karizma ve ilham boyutları olduğu, bunu entelektüel güç ve bireysel ilginin izlediği görülmektedir.

Anahtar Kelimeler: Dönüşümcü liderlik, okul liderliği, öğretmen performansı, okul performansı.

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Introduction

When the studies on educational institutions are evaluated in general, it is seen that especially in recent years, the issues related to the personal characteristics and skills of the employees have become more prominent. In the past, the management approach that focused on all aspects of employees as a whole has been replaced by the management of talents that directly affects the area of interest in question. Therefore, it is possible to state that leadership and individual performance perception is an important subject on education management, supervision and quality improvement studies in education (Bowen & Miller, 2018; Elrehail et al., 2018; Emmerling et al., 2015; Schweisfurth et al., 2018).

The concept of leadership has emerged with talent management and has taken its place in many fields from past to present, both in practice and in theory the field of implementation and in the context of field knowledge. In the most general definition, leadership shows the power of individuals in an organization to gather and manage others around them. Therefore, rather than being a managerial tool, leadership refers to a structure related to the identification and utilization of existing characteristics. For this reason, it is important to evaluate leadership and to reveal the factors affecting leadership and to manage leadership within this framework.

Over the past 40 years, studies on leadership have been turning into research that evaluate leadership in a more original and narrower framework. Within this period, one of the leadership types coming to the forefront is transformational leadership (TL). As the name implies, TL means carrying out leadership practices in an organization in a way that promotes transformation. Due to this structure, TL on the one hand identifies the deficiencies in the organization and produces solutions for them, and on the other hand contrary to the classical approach, it expresses leadership practices that constantly transform and develop as they transform. Therefore, TL has become a necessity for organizations that need to develop continuously (Boamah et al., 2018; Cetin & Kinik, 2015; Hristov et al., 2018; Niessen et al., 2017; Phaneuf et al., 2016).

Employee performance is another issue emphasized in literature and many studies have been conducted on measuring it on an individual basis. While the measurement of employee performance in manufacturing sector, is based on more quantitative methods, it is more difficult to measure in service-intensive sectors. One of the many reasons for this is that many factors are effective in measuring individual performance (Ayessaki & Smalwood, 2017; Charness et al., 2016; Fologado et al., 2015).

For this reason, performance measurement in educational institutions is a difficult subject on which much research has been conducted. Even though a number of individual performance measurement methods have been developed about school achievements or parent or student satisfaction, there is currently no consensus on these methods in literature today. For this reason, on the one hand while studies in this field are important in terms of seeking quality in education, on the other hand they also carry out a public task as they focus on an effective and productive use of resources.

Conceptual Framework

To understand better the relationship TL perception and performance of teachers, firstly it is necessary to briefly touch on the basic literature related to these concepts. Conceptual explanation is given in this part of the study.

Transformational Leadership

The concept of TL theory was first proposed by Burns (1978) while seeking to explore “world-class leaders” and was further improved by Bass (1985). Specifically, TL, defined as a “style of leadership that transforms followers to rise above their self-interest by altering their morale, ideals, interests, and values, motivating them to perform better than initially expected” (Pieterse et al., 2010). TL is also known as a style that focuses on enthusiastic and comprehensive behaviors to enhance employee performance. In fact, when TL came along in literature, the concept of change was emphasized and there were studies in which it was also used in the form of change leadership. On the other hand, change and transformation are different concepts and they do not express the same phenomenon.

Change is a comprehensive phenomenon including transformation. Transformation, on the other hand, refers to the revision of the existing structure in line with the needs and the creation of a new structure. In addition, in the process of change the past structure can be completely abandoned and transition to a new structure can be achieved. In this case, the transition to a new structure by leaving aside the accumulation and experience of organizations from the past to the present may mean losing many gains. Transformation is more than modernization. For this reason, it is possible to characterize the transformation process as a process of change while preserving the gains of the past (Aldholay et al., 2018; Arthur et al., 2017; Çekmecelioğlu & Özbay, 2016; Giddens, 2018; Olu Abiodun & Abiodun, 2017; Wang et al., 2017).

Prior studies in the TL area provide empirical evidence of the positive effects of this variable on employee performance (Fuller et al., 1996; Judge and Piccolo, 2004; Lowe et al., 1996). But further research is needed regarding the specific

mechanisms by which these effects occur, and the boundary conditions under which TL improves employee performance (Pan and Lin, 2015). Therefore, this research aims to provide new insights into the impact of TL on individual performance.

Educational institutions have come to the forefront as the most important value-producing institutions of society, especially in the process of transition to the information society. However, with the transition to the information society, the structure of education has also changed the transition process from traditional to modern, and new educational institutions have gained a structure in which knowledge is not only transferred from teacher to student, but also has a two-way interaction. For this reason, classical educational discourse and methods have failed to fulfill the requirements of the era. For this reason, classical educational discourses and classical educational methods have failed to fulfill the requirements of age. Therefore, the transformation process in educational institutions has become a vital phenomenon. Studies on the importance of not only management but also leadership in management sciences have put forth leadership practices are vital for the establishment of effective management in educational institutions (Griffith, 2004). Thus, it is possible to state that the adaptation of TL to educational institutions and its effective use in management is not a requirement but a necessity. As a result, TL has become an indispensable management factor for educational institutions.

Perceived Employee Performance

Performance is a subject that has been the subject of much debate in the fields of management and supervision for many years, with particular emphasis on measurement and auditing. In its most general definition, performance can be defined as the state of achievement resulting from the fulfillment of a task or action. The term performance refers to specific work activity (Sonnetag & Frese, 2002) and performance of teachers mainly depends on the teachers' characteristics such as knowledge base, sense of responsibility, and inquisitiveness (Verma & Jain, 2014). In this respect, performance can be characterized as the difference between the quantity and quality of input and output. According to Abubakar et al. (2019), performance is concerned with the work and its results, what to do, and how to accomplish it. Employee performance is key to improve organizational performance.

Every organization's main aim is to improve employee performance, and employee performance linked to leadership (Ogbonna & Harris, 2000; Vigoda-Gadot, 2007). Employee performance is also key to improve organizational performance; it refers to the behavior that allows meeting the organizational objectives (Barbosa-McCoy, 2016). Parry and Proctor-Thomson (2002) specifically examined leadership styles in public sector organizations and found that a TL style has a positive effect on the employee performance, innovation and effectiveness of these organizations. Meanwhile, measurement is necessary to understand the level of performance because what cannot be measured cannot be improved. Measuring performance is one of the most important areas of management, especially in a sector such as the service sector where output cannot be expressed in a quantitative way. Measuring performance in the manufacturing sector can be done in a relatively more objective way than in the service sector. Because business world is becoming more competitive with rapid change over the years; it is more unstable and unpredictable. Nevertheless, the manufacturing sector has to discover and maintain its competitive advantage besides transformation into creative and innovative. As a result as Behn (2003) said, performance measures can be used for multiple purposes. Moreover, different people and different organizations have different purposes.

Educational institutions, as one of the most intense areas of service sector, are among the most difficult institutions to measure performance on an individual base. On the other hand, education is an area where performance measurement is important in terms of effective and efficient use of public resources. Therefore, the more accurate and successful performance measurement in educational institutions, the more data will be obtained to be used to improve the quality of education and thus the more effective use of resources will be possible. For that reason, performance measurement in educational institutions is an important subject not only for the institution and its shareholders but also for the whole society.

To summarize, employee performance is a vital concept, especially for organizations operating in the service sector and it is very difficult to measure individually. In the case of educational institutions, measuring employee performance is a concept that has consequences and effects both for the institution and its employees, and for the whole society.

Purpose of the study

The aim of this study is to investigate the relationship between TL and individual performance according to perceptions of classroom teachers working in private primary schools in Istanbul. To achieve this aim, the following questions were sought answer in the study.

1. What level of the TL perceptions of the primary school classroom teachers? And do these perceptions show statistically significant difference in terms of gender, age, work experience and family type?

2. What level of the employee performance perceptions of the primary school classroom teachers? And do these perceptions show statistically significant difference in terms of gender, age, work experience and family type?

3. Is there a statistically significant relationship between TL and employee performance according to the perceptions of primary school teachers?

Significance of the study

Over the past 40 years, studies on leadership have been turning into research that evaluate leadership in a more original and narrower framework. Within this period, one of the leadership types coming to the forefront is TL. As the name implies, TL means carrying out leadership practices in an organization in a way that promotes transformation. Due to this structure, TL on the one hand identifies the deficiencies in the organization and produces solutions for them, and on the other hand contrary to the classical approach, it expresses leadership practices that constantly transform and develop as they transform. Therefore, TL has become a necessity for organizations that need to develop continuously (Boamah et al., 2018; Cetin & Kinik, 2015; Hristov et al., 2018; Niessen et al., 2017; Phaneuf et al., 2016).

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For this reason, performance measurement in educational institutions is a difficult subject in which much research has been conducted. Even though several individual performance measurement methods had been developed about school achievements or parent or student satisfaction, there is currently no consensus on these methods in literature today. Therefore, on the one hand while studies in this field are important in terms of seeking quality in education, on the other hand they also carry out a public task as they focus on an effective and productive use of resources.

Performance increase in educational institutions is not only limited to the stakeholders of the institution but also a matter of public interest. In other words, social benefit, namely externality, of the high performance of educational institutions is high. Therefore, in order to increase individual performance in education, both literature studies and field applications should be increased, and their results should be carefully monitored. In this framework, this study aims to reveal the relationship between TL, which is an important concept for educational institutions to meet the requirements of the modern era, and the employee's performance which is also an important input in educational studies.

Method

Research Design

In order to determine the relationship between TL perceptions of primary school teachers and their individual performances, a correlational survey model, which is one of the quantitative research types, was used in this study. Correlational survey model is used to determine the existence of covariance between two or more variables. In this model, it is tried to determine whether the variables change together and if there is a change, how it happens. (Karasar, 2011).

Sample Group

The research population of the study consists of classroom teachers working in private primary schools in Istanbul. The teachers were selected through random sampling. A total of 433 classroom teachers from 51 private schools were given questionnaires, of which 422 were returned; 11 forms were not evaluated because they had blank items; 411 questionnaires were evaluated.

Demographic characteristics of the teachers participating in the study are given in Table 1.

Table 1.
Demographic Characteristics of Teachers Participating in the Study

	Number of People (n)	Percent (%)
<i>Gender</i>		
Male	222	54.0
Female	189	46.0
<i>Age</i>		
25 age and below	37	9.0
Between 26-35 age	257	62.5
36 age and above	117	28.5

<i>Work Experience</i>		
3 years and below	38	9.2
Between 4-7 years	255	62.0
Between 8-11 years	72	17.5
12 years and above	46	11.2
<i>Family Type</i>		
Elementary family	290	70.6
Extended family	121	29.4

222 (54%) male and 189 (46%) female teachers were participated in the study. Teachers who participated in the study 9.0% (37 people) were 25 age and below, 62.5% (257 people) are between 26-35 age and 28.5% (117 people) are 36 age and above. Of the teachers 9.2% (38 people) had 3 years and below work experience, 62.0% (255 people) had between 4-7 years work experience, 17.5% (72 people) had between 8-11 years work experience and 11.2% (46 people) had 12 years and above work experience. Teachers who participated in the study were 70.6% (290 people) had elementary family and 29.4% (121 people) stated that they had extended family.

Data Collection Tool

Two scales were used as data collection tools in this study. The first is TL scale and the other is employee performance scale. As both scales were published on open access, there is no need to obtain a special permission to use them.

TL scale developed by Erdoğan (2011) consisted of 4 dimensions such as charisma, inspiration, intellectual influence and individual interest. This measurement tool consisted of three sections. In the first part, demographic characteristics and in the second part, statements related to organizational commitment and lastly, statements related to TL were included. A total of 544 questionnaires constituted the sample of the study. The results of data analysis, cronbach alpha value of the scale was calculated as 0.92 (Erdoğan, 2011). Meanwhile in this study Cronbach Alpha value was found to be 0,906.

Employee performance scale is a five point Likert scale developed by Kirkman & Rosen (1999); used by Sigler and Pearson (2000). It was adopted into Turkish by Çöl (2008) and its validity was found to be 83%.

At the beginning of the questionnaire, a demographic information form measuring teachers' gender, age, work experience and family type was included. Participants responded to the items in the second and third sections of the questionnaire as "strongly disagree" (1), "disagree" (2), "partially agree" (3), "agree" (4), "strongly agree" (5). These two scales which have validity and reliability rates above 70%, were used assuming that they are appropriate for the purpose of this study.

Implementation of the Questionnaires

The questionnaire forms were delivered to primary school classroom teachers of 51 private schools selected randomly among the private schools in Istanbul through the school directorate and the completed forms were collected and evaluated.

Ethical Approval

In this study, in line with scientific research ethics, required ethical committee approval was taken. (İstanbul Kültür Üniversitesi), (07/12/2023, 2023/154).

Data Analysis

Frequency analysis was used to analyze nominal and ordinal data, mean and standard deviation values were used to describe measurement data. Before the difference analysis, a normality test was performed to determine whether the data used in the research was reliable or not, for which Kolmogorov Smirnov test was performed. Kolmogorov Smirnov test is preferred because the sample size is more than 50. Skewness and Kurtosis values are analyzed for the normality test. It was observed that Skewness values were between -.569 and -.624 and Kurtosis values were between -.103 and -.333. When the Skewness and the Kurtosis values are between -1.5 and + 1.5, distribution is considered to be a normal distribution (Tabachnick and Fidell, 2013).

Also, Mann Whitney U was used in pairwise group differences for parameters that do not fit the normal distribution and Kruskal Wallis test was used for more than two group differences. Spearman's Rho correlation analysis was used in correlational screening analysis. All the analysis was performed in SPSS (Statistical Package for Social Sciences) 18.0 packaged software for Windows. Findings were evaluated with 95% confidence interval and 5% significance level.

Findings obtained in the wake of analysis were transformed into tables in accordance with the sub-problems of the study and explained.

Findings

The results of the difference analysis of TL scores according to demographic characteristics are given in Table 2.

Table 2.

Difference Analysis Results of TL Scores According to Demographic Characteristics

	Charisma		Inspiration		Intellectual Influence		Individual Interest		Total TL	
	X	SS	X	SS	X	SS	X	SS	X	SS
<i>Gender</i>										
Male	8,94	0,92	13,48	1,42	8,92	0,92	8,94	0,92	40,27	4,08
Female	8,83	1,01	13,32	1,51	8,85	1,00	8,83	1,01	39,84	4,44
U	19840,000		19924,000		20305,500		19840,000		19921,500	
p	,319		,366		,556		,319		,367	
<i>Age Range</i>										
25 age and -	9,16	0,90	13,86	1,27	9,08	0,95	9,16	0,90	41,27	3,89
26-35 ages	8,83	1,00	13,33	1,52	8,85	1,00	8,83	1,00	39,85	4,41
36 and +	8,92	0,88	13,43	1,38	8,91	0,88	8,92	0,88	40,18	3,95
χ^2	3,458		4,217		1,687		3,458		3,304	
p	,177		,121		,430		,177		,192	
<i>Work Experience</i>										
3 years and -	9,18	0,90	13,89	1,27	9,11	0,95	9,18	0,90	41,37	3,89
4-7 years	8,83	0,98	13,33	1,50	8,84	0,98	8,83	0,98	39,82	4,32
8-11 years	8,89	1,00	13,40	1,53	8,93	1,00	8,89	1,00	40,11	4,44
12 years and +	8,98	0,83	13,46	1,31	8,89	0,82	8,98	0,83	40,30	3,69
χ^2	4,592		5,145		2,625		4,592		4,155	
p	,204		,161		,453		,204		,245	
<i>Family Type</i>										
Elementary family	8,89	0,94	13,40	1,43	8,88	0,95	8,89	0,94	40,05	4,16
Extended family	8,89	1,01	13,41	1,55	8,92	1,00	8,89	1,01	40,12	4,48
U	17324,000		17258,500		17001,500		17324,000		17205,000	
p	,833		,788		,603		,833		,751	

TL total score and all the sub-dimension scores are higher among males, teachers with an age of 25 ages and below, teachers with 3 years and below work experience and teachers with extended families. On the other hand, all TL dimensions and total TL mean scores did not show statistically significant difference according to demographic characteristics ($p>0.05$).

Difference analysis results of employee performance scores according to demographic characteristics are given in Table 3.

Employee performance perception scores are higher among males, teachers with 25 ages and below, teachers with 3 years and below work experience and teachers with extended family. Difference analysis results showed that employee performance means were not statistically significant according to demographic characteristics ($p>0.05$).

Table 3.

Difference Analysis Results of Employee Performance Scores According to Demographic Characteristics

	Employee Performance Perception	
	X	SS
<i>Gender</i>		
Male	17,79	1,97
Female	17,64	2,16
U	20256,500	
p	,536	
<i>Age</i>		

25 age and -	18,22	1,96
26-35 ages	17,58	2,16
36 age and +	17,88	1,82
χ^2	2,858	
p	,240	
<i>Work Experience</i>		
3 years and -	18,26	1,95
4-7 years	17,58	2,10
8-11 years	17,83	2,08
12 years and +	17,87	1,82
χ^2	3,857	
p	,277	
<i>Family Type</i>		
Elementary family	17,69	2,02
Extended family	17,79	2,14
U	16694,000	
p	,426	

The results of Spearman's rho correlation analysis for the relationship between TL and employee performance are given in Table 4.

Table 4.

Spearman Rho Correlation Analysis Results for The Relationship Between TL and Employee Performance

	Perf Perc	Tot Transf L	Charisma	Int Inf	Ind Int	Insp
Performance Perception	r 1,000 p .	,815** ,000	,852** ,000	,801** ,000	,793** ,000	,852** ,000
Total TL	r ,815** p ,000	1,000 .	,975** ,000	,992** ,000	,928** ,000	,975** ,000
Charisma	r ,852** p ,000	,975** ,000	1,000 .	,971** ,000	,910** ,000	1,000** .
Intellectual Influence	r ,801** p ,000	,992** ,000	,971** ,000	1,000 .	,886** ,000	,971** ,000
Individual Interest	r ,793** p ,000	,928** ,000	,910** ,000	,886** ,000	1,000 .	,910** ,000
Inspiration	r ,852** p ,000	,975** ,000	1,000** .	,971** ,000	,910** ,000	1,000 .

According to correlation analysis results employee performance total TL score ($r=0.815$; $p<0.01$) is positively and statistically significantly related to dimensions of charisma ($r=0.852$; $p<0.01$), intellectual influence ($r=0.801$; $p<0.01$), individual interest ($r=0.793$; $p<0.01$) and inspiration ($r=0.852$; $p<0.01$). When correlation coefficients are evaluated, it is seen that the most effective dimensions are charisma and inspiration followed by intellectual influence and individual interest.

Discussion and Conclusion

In this study, the relationship between perceptions of teachers' TL and their performance was examined. The study first evaluated teachers' perceptions of TL and then analyzed how they perceived their individual performance. TL perception was found to be higher among males, teachers with 25 ages and below, teachers with 3 years and below work experience and teachers with extended families. Nevertheless, according to difference analysis results, TL scores did not show a statistically significant difference between demographic groups ($p>0.05$). There may be many reasons for this, it is expected that the demographic group with the highest perception of TL is young and less experienced teachers, in other words teachers belonging to the new generation. However, when the mean values are analyzed, it can be stated that the TL and employee performance perceptions of the teachers in the younger generation are higher. These results

reveal that both employee performance perception is higher in the younger generation, and the young teachers are more prone to TL practices.

According to the results of mean values, it is seen that TL is an important issue for all teachers and is seen as a necessity especially in educational institutions. As a matter of fact, studies in literature support this. It is a fact that educational institutions and teachers have an important role in the process of information society, and in this context, teachers must keep up with the constantly developing and dynamic structure of information. For this, a constantly developing and changing structure should be dominant in educational institutions. The most effective way to achieve this is through TL.

At this point it is necessary to mention the difference between leadership and management and emphasize that leadership is an innate talent and an acquisition that can be developed later. While management is done by appointment, leadership is a phenomenon that can be measured by the cognitive, social and emotional values that a person possesses. Therefore, on the one hand, it is necessary to identify and develop the leadership skills of existing managers, and on the other hand, when selecting new managers, it is necessary to select managers with high leadership qualities. In this way, it may be possible to increase performance in education and achieve more effective results.

Particularly, the studies carried out since the early 2000s recommend that TL is considerably related to followers' behaviors and performance (Piccolo and Colquitt, 2006; Burke vd. 2007; Chan and Mak, 2014, Khattak et al., 2020). So, employee performance is another variable analyzed in this study. Although many studies have been completed on employees' performance, there is not yet a standard model for the measurement and methodology of this performance. According to studies, employee performance is closely related to many variables from the type of organization to the employees, from the structure to the task performed. On the other hand, although it is not possible to quantitatively measure employee performance, it is possible to examine perceptions related to performance within the framework of certain assumptions (Ayessaki and Smalwood, 2017; Charness et al., 2016; Folgado et al., 2015).

In this study, performance perception was based on employees' own assessments and performance perception are higher among males, teachers with 25 ages and below, teachers with 3 years and below work experience and teachers with extended family. Employee performance perception did not show a statistically significant difference according to demographic characteristics ($p>0.05$). Although many factors may play a role in this result, it is also possible to state that the high evaluation results of all teachers are effective in this result.

Generally, teachers' performance perceptions are at a high level. This may be due to teachers' self-assessment. As can be understood from these results it is difficult to measure employee performance. Employee performance can be evaluated by too many criteria. On the other hand, considering perceptual and comparative studies, it can be stated that comparisons under the same conditions are important. Therefore, it can be said that the reliability level of the research results is also high.

According to the correlation analysis results there was a statistically significant and positive relationship between employee performance and all dimensions of TL. Positive relationships mean that when TL characteristics are increased, employee performance can also increase. In other words, in cases where TL characteristics are not increased, stagnation or decline in employee performance may be observed. For this reason, TL in educational institutions can be considered as a necessity, not a preference or choice of the management.

There are other studies in literature that are consistent with the results of this study. For example, Khan vd. (2020); Jiatong et. al. (2022); Muliati et. al. (2022), and Mardalena et. al. (2024) found that there is a positive relationship between TL and teacher performance. Also, the results of this study are in accordance with the results of previous studies conducted by Katıtaş et al., (2022), Sanchez-Rosas et. al. (2023), which states that teacher performance is influenced by leadership guidance and directions. Meanwhile, Turnnidge and Côté (2017) and Shang's (2023) had found that TL directly exerts its influence by helping employees or followers to think more positively about themselves and their tasks, by enhancing the quality of their relationships, and by creating environments that are fair, respectful, and supportive.

The results revealed that employee performance perception is mostly influenced by charisma and inspiration dimensions, followed by intellectual influence and individual interest. This finding is congruent with Khan et al.'s (2020) findings that four TL dimensions actively participate to affect the outcome of employee performance.

As a result, considering the results of this study, it is important to include studies that will increase TL practices in educational institutions in the duties of the management and to integrate TL practices into the action plans to be made in the field of education in the national context. It is beneficial to pave the way for TL in educational institutions with research and practices to be conducted on larger masses and to transfer the gains that can be obtained through TL to educational institutions.

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Genişletilmiş Özet

Giriş

Liderlik kavramı yetenek yönetimi ile birlikte ortaya çıkmış olan, geçmişten günümüze pek çok alanda gerek uygulamada gerekse alan bilgisi bağlamında yerini almış bir konudur. En genel tanımıyla liderlik, bir örgütteki bireylerin, diğerlerini etrafında toplayabilme ve yönetebilme gücünü göstermektedir. Dolayısıyla liderlik yönetsel anlamda geliştirilmiş bir araç olmaktan ziyade, var olan özelliklerin tespit edilmesine ve kullanılmasına ilişkin bir yapıya işaret etmektedir. Bu nedenle liderliğin iyi bir şekilde değerlendirilip, liderliği etkileyen faktörlerin ortaya koyulması ve bu çerçevede liderliğin yönetilmesi önemlidir.

Liderlik ile ilgili yapılan çalışmalar son 30 yıldan fazla bir zamandır giderek daha özgün ve daha dar çerçevede liderliği değerlendiren araştırmalara dönüşmektedir. Bu süreçte ön plana çıkan liderlik türlerinden birisi de dönüşümcü liderlik kavramıdır. İsminden de anlaşılacağı üzere dönüşümcü liderlik, bir örgütteki liderlik uygulamalarının dönüşümü teşvik edecek biçimde uygulanması anlamına gelmektedir. Bu yapısı itibarıyla dönüşümcü liderlik bir yandan örgüt içindeki eksiklikleri belirleyerek bunlara karşı çözüm üretmekte, bir yandan da klasik anlayışın tersine, sürekli dönüşen ve dönüştükçe gelişen liderlik uygulamalarını ifade etmektedir. Dolayısıyla dönüşümcü liderlik sürekli gelişmek durumunda olan örgütler için bir zorunluluk haline gelmiştir (Boamah vd, 2018; Cetin ve Kinik, 2015; Hristov vd, 2018; Niessen vd, 2017; Phaneuf vd, 2016;).

İşgören performansı ise literatürde üzerinde durulan diğer bir konu olup, bireysel bazda ölçülmesi konusunda pek çok araştırma yapılmıştır. Üretim sektöründe işgören performans ölçümü daha nicel ya da kantitatif yöntemlere dayanırken, hizmetin yoğun olduğu sektörlerde ölçümü daha güçtür. Bunun pek çok sebebi olmakla birlikte en temellerinden biri, bireysel anlamda performans ölçümünde pek çok faktörün etkili olmasıdır (Ayessaki ve Smalwood, 2017; Charness vd, 2016; Folgado vd, 2015).

Eğitim kurumlarında performans artışı sadece kurum paydaşları ile sınırlı kalmayıp tüm kamuyu ilgilendiren bir konudur. Başka bir deyişle eğitim kurumlarının performanslarının yüksek olmasının sosyal faydası, yani dışsallığı yüksektir. Bundan dolayı eğitimde bireysel performans artışının sağlanması için gerek literatür çalışmalarının gerekse alan uygulamalarının artırılması ve sonuçlarının dikkatle izlenmesi gerekir. Bu çerçevede, yapılan bu çalışmada eğitim kurumlarının modern çağın gereksinimlerini karşılaması bakımından önemli bir kavram olan dönüşümcü liderliğin, yine eğitim çalışmalarında önemli bir girdi olan işgörenlerin performansı ile ilişkisinin ortaya koyulması amaçlanmıştır.

Yöntem

Araştırmada, ilkökul öğretmenlerinin dönüşümcü liderlik algıları ile bireysel performansları arasındaki ilişkiyi belirlemek amacıyla nicel araştırma türleri içinde yer alan ilişkisel tarama modeli kullanılmıştır.

Araştırmanın çalışma evrenini İstanbul İli Avrupa yakasında Avcılar, Bakırköy, Beylikdüzü, Büyükçekmece ve Esenyurt ilçelerinde bulunan özel ilkökullarda çalışan sınıf öğretmenleri oluşturmaktadır. Araştırmada özel okullar ve bu okullarda görev yapan ilkökul sınıf öğretmenleri yansız örneklem yoluyla seçilmiştir. 68 özel okuldan toplam 438 sınıf öğretmenine anket formu verilmiş bunlardan 422 tanesi geri toplanmış; 11 form boş bırakılan maddeleri olduğu için değerlendirmeye alınmamış; 411'i değerlendirmeye tabi tutulmuştur.

Araştırmada veri toplama aracı olarak iki ölçek kullanılmıştır. Birincisi; Dönüşümcü Liderlik Ölçeği; diğeri İşgören Performans Ölçeğidir. Erdoğan (2011) tarafından geliştirilen Dönüşümcü Liderlik Ölçeği; karizma, entelektüel güç, bireysel ilgi ve ilham olmak üzere dört boyuttan oluşmaktadır. Ölçeğin Cronbach Alpha değeri 0.92 olarak hesaplanmıştır (Erdoğan, 2011). Bu araştırmada ise Cronbach Alpha değeri 0.906 olarak bulunmuştur. İşgören Performansı Ölçeği ise; Kirkman ve Rosen (1999) tarafından geliştirilen; Sigler ve Pearson (2000) tarafından kullanılan, beş dereceli likert tipi bir ölçektir. Çöl (2008) tarafından Türkçeye uyarlanmış ve geçerliliği %83 olarak bulunmuştur.

Bulgular

Araştırmaya 222 (%54.0) erkek ve 189 (46.0) kadın öğretmen katılmıştır. Öğretmenlerin %9.0'u 25 ve altında, %62.5'i 26 ile 35 arasında, %28.5'i ise 36 ve üzerinde yaşa sahiptir. Araştırmaya katılan öğretmenlerin %9.2'si 3 yıl ve altında, %62.0'si 4 ile 7 yıl arasında, %17.5'i 8 ile 11 yıl arasında, %11.2'si ise 12 yılın üzerinde deneyime sahiptir. Araştırmaya katılan öğretmenlerden 290'ı (%70.6) çekirdek aileye sahipken, 121'i (%29.4) ise geniş aileye sahip olduklarını ifade etmişlerdir.

Dönüşümcü liderlik toplam puanı ve tüm alt boyut puanları erkeklerde, 25 ve altında yaşa sahip olanlarda, 3 yıl ve altında mesleki deneyime sahip olanlarda ve geniş aileye sahip olan öğretmenlerde daha yüksek düzeydedir. Öte yandan fark analizi sonuçlarına göre, tüm dönüşümcü liderlik boyutları ve toplam dönüşümcü liderlik puan ortalamaları demografik özelliklere göre istatistiksel olarak anlamlı farklılık göstermemiştir ($p>0.05$).

İşgören performans algısı puanları erkeklerde, 25 ve altında yaşa sahip olanlarda, 3 yıl ve altında mesleki deneyime sahip olanlarda ve geniş aileye sahip olan öğretmenlerde daha yüksek düzeydedir. Ancak burada da fark analizi sonuçları,

işgören performansı ortalamalarının demografik özelliklere göre istatistiksel olarak anlamlı olmadığını göstermiştir ($p>0.05$).

Korelasyon analizi sonuçlarına göre işgören performansı toplam dönüşümcü liderlik puanı ($r=0.815$; $p<0.01$), dönüşümcü liderliğin karizma boyutu ($r=0.852$; $p<0.01$), entelektüel güç boyutu ($r=0.801$; $p<0.01$), bireysel ilgi boyutu ($r=0.793$; $p<0.01$) ve ilham boyutu ile ($r=0.852$; $p<0.01$) pozitif yönde ve istatistiksel olarak anlamlı ilişki içerisinde. Korelasyon katsayıları değerlendirildiğinde, en fazla etkili olan boyutun karizma ve ilham boyutları olduğu, bunu entelektüel güç ve bireysel ilginin izlediği görülmektedir.

Araştırmada elde edilen sonuçlarda da görüldüğü üzere, dönüşümcü liderlik ve işgören performansı puanları çalışanların demografik özelliklerine göre istatistiksel olarak anlamlı bir farklılık göstermemektedir. Ancak ortalama değerleri incelendiğinde, daha genç kuşakta olan öğretmenlerin dönüşümcü liderlik ve işgören performansı algılarının daha yüksek olduğu ifade edilebilir. Bu durum hem işgören performansının algısının genç kuşakta daha yüksek olduğunu, hem de dönüşümcü liderlik uygulamalarına gençlerin daha yatkın olduğunu ortaya koymaktadır. Aradaki fark analizi sonuçlarının anlamsız olması ise giderek yeni kuşağın birbirine benzer özelliklere sahip olduğu teorisini ortaya atan kuşak çalışmalarını destekler niteliktedir.