

IMPROVING TEACHER PERFORMANCE: LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AS A TOOL

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ABSTRACT

This research was carried out to make an inference about the role of school principals' leadership qualities in teacher performance. Relational survey model was used. 358 teachers (217 women and 141 men) attended in the study. T-test, ANOVA, correlation, and regression were used. In this study, effective leadership qualities of school principals did not differ significantly according to teachers' gender, age, and professional seniority. However, undergraduate teachers perceived their leadership qualities more positively than graduate teachers. Teachers' performances do not differ about to their gender, age and seniority; The performance of undergraduate teachers is higher than the graduate teachers. The effective leadership qualities of school principals do not differ significantly about the school levels where the teachers work. Teachers' performances differ significantly according to the school levels they work at. There is a medium and positive relationship between the effective leadership qualities of the school principals and the performances of the teachers, and the effective leadership qualities of the school principals predict the performances of the teachers significantly.
Keywords: *Leadership, Leadership Qualities, Effective Leadership, Performance, Teacher Performance.*

Research Article

ÖĞRETMENLERİN PERFORMANSLARINI GELİŞTİRMEK: BİR ARAÇ OLARAK OKUL MÜDÜRLERİNİN LİDERLİK NİTELİKLERİ

ÖZET

Bu araştırma, okul müdürlerinin liderlik özelliklerinin öğretmen performansında oynadığı rol hakkında bir çıkarım yapmak amacıyla yapılmıştır. Araştırma nicel araştırma modellerinden biri olan ilişkisel tarama modeline göre gerçekleştirilmiştir. Çalışmaya 358 öğretmen (217 kadın ve 141 erkek) katılmıştır. Veriler t testi, ANOVA, korelasyon ve regresyon analizleriyle çözümlenmiştir. Çalışmada, okul müdürlerinin etkili liderlik nitelikleri öğretmenlerin cinsiyetlerine, yaşlarına ve mesleki kıdemlerine göre anlamlı farklılık göstermemekle birlikte; lisans mezunu olan öğretmenler okul müdürlerinin liderlik niteliklerini lisansüstü öğretmenlerden daha olumlu algılamaktadır. Öğretmenlerin performansları cinsiyetlerine, yaşlarına ve kıdemlerine göre anlamlı farklılık göstermemektedir. Lisans mezunu öğretmenlerin performansı lisansüstü öğretmenlere göre daha yüksektir. Okul müdürlerinin etkili liderlik nitelikleri öğretmenlerin çalıştığı okul düzeylerine göre anlamlı farklılık göstermemektedir. Ancak öğretmenlerin performansları, çalıştıkları okul düzeylerine göre önemli ölçüde farklılık göstermektedir. Okul müdürlerinin etkili liderlik nitelikleri ile öğretmenlerin performansları arasında orta ve pozitif bir ilişki vardır ve okul müdürlerinin etkili liderlik nitelikleri öğretmenlerin performanslarını önemli ölçüde yordamaktadır.
Anahtar Kelimeler: *Liderlik, Liderlik Nitelikleri, Etkili Liderlik, Performans, Öğretmen Performansı.*

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1. INTRODUCTION

Human resources are the most valuable resources of organizations. Because while organizations have the power and opportunity to own all other resources and to purchase the same resources, there is no chance to have similar human resources. At this point, human resources have the potential to present other resources as a high value-added, innovative and qualified service or product. The education sector, whose basic source is information, is one of the sectors that must keep up with the information age. Considering the well-equipped and trained human resource requirement of our age, the importance of institutions that train this human resource is once again understood. Only part of the learning takes place in schools, many variables affect learning and the structure of schools differs (Töre, 2019a). In other words, people are the most important source of organizations thanks to their knowledge, skills, and competencies, and the competitiveness of organizations depends on people. In this sense, organizations need to manage human resources effectively. Otherwise, organizations with a unique resource will fail. In this respect, performance evaluation is vital for organizations. The success or disaster of another organization depends on the performance of the employee (Elnaga & Imran, 2013).

Organizations need to evaluate their performance to increase their productivity and ethics (Güney, 2014). Performance is the emergence of expectations of any organization to achieve its goals (Rumondor, Tumbel, & Sepang, 2016). Aydın (2005) defined performance as a behavior shown to realize work and responsibilities within a certain period or product-success. In the organizational context, performance is often defined as the extent to which the organization contributes to the organization's goals (Islam & Rasad, 2006). Performance evaluation is defined as the process of determining, evaluating and developing the work performance of the organization's employees. It also offers getting to know employees, feedback and career guidance (Lansbury, 1988). Performance evaluation has many benefits for both the organization and employees. For example, to determine the degree of achievement of organizational goals and plan future improvements, monitor individual performance, identify strengths and opportunities (Ahmed, Sultana, Paul, & Azeem, 2013), increase organizational accountability, make decisions about wage, progress, discipline, and education and to provide information to all stakeholders within the organization or outside (Ema, 2012; Güney, 2014; Riccucci, & Lurie, 2001). In other words, performance evaluation has organizational, development and research purposes in performance management (Barutçugil, 2002). In addition, according to a study, more than 80% of employees stated that although there are various difficulties in implementing performance evaluation, the organization increased its efficiency (Mwaiko, 2013).

The main concern and even purpose of industrial relations is to identify and measure factors associated with individual differences in employee performance. Because the efficient use of human resources depends on our ability to explain such differences (Heneman & Schwab, 1972). In line with this concern and purpose, many studies have

been conducted to identify the factors affecting the performance of employees. According to the studies conducted, organizational commitment, perceived stress and autonomy of decision making (Ateşoğlu, 2019), affective commitment (Töre, 2019b), wages, adaptation, wanting to leave work (Taşdemir, 2007), job design, job security, planning job success, job satisfaction and job analysis (Alghabra, 2018; Al - Ahmadi, 2009), emotional intelligence (Karakoçan, 2018), training and development programs (Elnaga & Imran, 2013; Maharani & Nurnida, 2018; Zinal, 2016), organizational finance, managerial practices, innovation support and individual creativity (Öcal, 2011), psychological capital (Dikbaş, 2019; Yellow, 2020), transformational, authentic, visionary and interactive leadership (Dikbaş, 2019; Gözcü, 2019; İnce, 2019; Muchtar, 2017; Şahinoğlu, 2019; Yılmaz, 2019), psychological climate, learned strength and dedication to work (Güler, 2019), psychological contract, organizational transparency and leader-member interaction (Üçler, 2018), job satisfaction, organizational commitment and organizational support (Al - Ahmadi, 2009; Yalçın, 2019), organizational citizenship behavior and intrinsic motivation (Töre, 2018), virtual slacking, openness to experience, balanced and harmonious personality traits in emotions (Gökkaya Haberdar, 2019), school managers' professional learning (Işık, 2019), organizational culture and climate (Arinanye, 2015; Diamantidis, & Chatzoglou, 2019; Nzuve, & Njeru, 2013; Yılmaz, 2019), resistance to organizational change and intention to leave work (Temel, 2019), personal goals, social connections and human capital (Lerner, Brush, & Hisrich, 1997), motivation (Diamantidis, & Chatzoglou, 2019; Kimeu, 2015; Muchtar, 2017; Lerner, Brush, & Hisrich, 1997; Rumondor, Tumbel, & Sepang, 2016), career opportunities and promotions offered by the organization, awards, fair promotions, wages, terms of recruitment (Tinofirei, 2011), organizational communication (Arinanye , 2015), occupational commitment (Özgenel, 2019a), educational opportunity and teamwork (Kimeu, 2015), leadership style and discipline (Muchtar, 2017; Rumondor, Tumbel, & Sepang, 2016; Özgenel ve Aktaş, 2020) are among the factors affecting the performance of employees.

In another study, commitment to the leader, stakeholder engagement, continuous monitoring, learning from the results, frequency of performance evaluation and feedback, stakeholder participation in performance management, believing in the potential benefits of performance management, policies regarding exemplary performance rewards, employee training, and management (Nzuve, & Njeru, 2013), organizational citizenship behaviors, leader-member exchange, team learning (Atasi, Stoffers, & Kil, 2019) have been reported to affect employees' performance. In addition, the lack of feedback and funds, the efforts to evaluate all employees at the same time, the expertise of the assessors, the lack of funds, the participation of the employees in the evaluation process, the application procedure form of the evaluation process in the organization, the frequency of evaluation, the award, recognition, the evaluation is equal to all employees fairness and commitment to mission and vision affect the performance of employees (Mwaiko, 2013). When evaluated in general, the factors that affect the performance of employees are organizational factors (management support, business environment/climate and culture, environmental

dynamics, organizational communication, and interpersonal relations), business-related factors (business environment, communication, autonomy/autonomy, working conditions, work quality) and employee-related factors (age, gender, experience, proactivity, adaptability, intrinsic motivation, skill flexibility, loyalty, ability) (Diamantidis & Chatzoglou, 2019; Makineci Şavk, 2009).

It should be underlined that management practices play an important role with leadership approaches, which affect the performance of employees (Diamantidis, & Chatzoglou, 2019; Dikbaş, 2019; Gözcü, 2019; İnce, 2019; Muchtar, 2017; Nzuve, & Njeru, 2013; Öcal, 2011; Rumondor, Tumbel, & Sepang, 2016; Şahinoğlu, 2019; Üçler, 2018; Yılmaz, 2019). In this sense, “*What kind of characteristics of leaders affect the performance of the employees?*” of this question needs to be answered. McEwan (2018) stated that effective leaders are communication specialist, educator, visionary, facilitator, change expert, mobilizer, producer, character architect, encouraging and cultural architect. According to Drucker (1994) have indicated that administrators' planning, solving problems, organizing, managing and directing, providing effective communication, applying management principles, being sensitive to social problems, believing in the importance of international relations, leadership, coordination, motivating employees, evaluating environmental relations; they should have knowledge and skills in effective communication, training their subordinates, personnel management, and decision making as well as knowing a foreign language.

Collins (2005), his leadership qualities consist of five levels. At the first level, individual talent, interest, competence, knowledge and to work; to contribute to employees by acting in accordance with the objectives of the second level institution and objectively; organizing third-level employees, using the resources of the future effectively, and having the management ability to predict the objectives of the organization; at the fourth level to implement a clear and shareable vision, perform at a high standard and demonstrates effective management behaviors; and at the fifth level, to carry out modest and professional performances. According to Antonakis (2006), leaders play a critical role in the success and effectiveness of the organization by ensuring organizational harmony in the face of changes and innovations occurring in the external environment (Schein, 2004). In this sense, leaders in educational institutions should be more educated and experienced day by day and contribute to corporate goals and lead development and change. In other words, leaders of educational organizations should be knowledgeable, resourceful and prepared for any new situation (Marcoline, 2008).

Schools are organizations where education services offered to individuals and the society as the implementation units of education systems. Therefore, the aim of all schools is to be an effective school by reaching the goals of the education system at the desired level. Many variables affect the effectiveness of a school. Some of these are the performances of teachers and other staff, the physical conditions of the school, resources, the socio-economic characteristics of the students, the profile of the parents, the environment in which the school is located. However, the main factor that

is thought to affect all these variables is the leadership qualities of school administrators. Because school administrators are responsible and authorized to manage and supervise all other elements for the purposes of the school. For this reason, there are studies to determine what the leadership behaviors of effective school principals are (Sharma, 2010; Sun, Wang, and Sharma, 2014) and researches that demonstrate that school administrators' leadership behaviors and qualities play an important role in school effectiveness (Babaoğlu, Nalbanti, and Çelik, 2017; Bolanle, 2013; Boonla and Treputthrat, 2014; Cheng, 1994; Day et al., 2016; Hallinger & Heck, 2010; Hofman & Hofman, 2011; Kazancıoğlu, 2008; Tatlah & Iqbal, 2012; Yılmaz, 2010).

Although it does not have a standard list, successful school leaders must have some personal and professional qualifications. These qualities emerging with the conditions of 21st century; In addition to having management, leadership and technology knowledge, effective communication and speaking, mentoring, discovering and developing individual talents, effective supervision and evaluation, managing change and conflict, creating shared vision and mission, preparing and managing projects and organizations, distributing leadership to stakeholders in the school and to have the skills to cooperate with the school and its environment. In addition, it should establish a positive communication environment with all stakeholders, open to development, and respect human and children's rights. It should act with the awareness that the task it undertakes is trust, be able to manage differences and share success (Kesen, Sundaram and Abasli, 2019).

School principals are now seen as school leaders, who determine the achievements of students as the primary target, prepare appropriate learning environments for this goal to be achieved and unite all stakeholders for this purpose (Wilmore, 2002). Fullan (2001) has revealed that the leadership behaviors of school principals, which increase the motivation of teachers, positively reflect on students' performances. In the study by Babaoğlu, Nalbanti and Çelik (2017), they stated that school principals can increase school success by motivating teachers and students and establishing positive relationships. In the study carried out by Laila (2015), teachers attribute the characteristics of qualified school leaders. These listed as “developing a clear vision for the school, establishing a learning society, observing the progress of the students, being highly accessible to both staff and students, achieving success in the continuous development of the school, ensuring the participation of teachers in the decision-making process and increasing their self-esteem”.

Teachers have defined effective school principals as individuals who consider the dynamics of the group in problem-solving and decision making, act honestly and fairly, and support their staff under all conditions (Griffith, 2004). Hallinger and Murphy (1985) mention three instructional leadership, defined as effective leadership. The principal reveals the school mission, creates a healthy learning environment and managing the school's curriculum. According to Kaya (1999), the school principal; It has to establish relationships with the elements and variables that have different

expectations from schools, which are an open system such as teachers, staff, students, parents, environment, local administrators in the environment, central organization and politicians, and perform the management work by fulfilling their expectations.

Yilmaz (2010) revealed in his research that teachers' school principals' level of fulfilling their instructional leadership behaviors positively affected their thinking that their school was effective. Jacobson (2011) also stated that school leaders contribute to school effectiveness by creating a positive environment, setting goals related to clear education, having realistic high-performance expectations from students and teachers, and improving family relationships with the school. School principals with effective leadership qualities support teachers, find resources, ensure that these resources are used for only purposes, support teachers' sense of justice and increase motivation (Harris, 2004), affect school effectiveness and success, teachers and students' commitment to school, and affects climate and environment of the school (Bush, 2008). Behaviors displayed by school principals directly affect teachers' work performance in school positively or negatively (Argon, 2015).

Performing systematic and regular employee performance evaluations, measuring and performing practices and taking measures according to feedback increases the organization's performance and increases its efficiency and ethics. Therefore, in order to increase the performance of the organizations, it can be stated that the performance of the employees should be increased first. For this reason, it is important to investigate the factors that affect employee performance and employee performance (Dikbaş, 2019). The main purpose of the organization's performance evaluation system is to improve the quality of organizational outputs by improving individual and organizational performance. Therefore, a well-designed performance evaluation system can help the education system in general reach the goals of the school in a special sense and improve the performance of teachers.

In this study, the relationship between the school principals' leadership qualities and teachers' performance is tried to be explored. Based on the assumption that the school principals' qualifications will determine the direction and degree of the relationship, they can lower or increase teachers' performances. In this sense, it is wondered whether there will be a difference in the effects of school principals' qualifications as a leader on teachers' performances. In conclusion, this research is considered to be important in determining to what extent the effective leadership qualities of school principals affect the performance of teachers. Teachers are among the most influential factors in the education system and student outcomes within the school. Therefore, trying to determine the factors affecting teachers' performances is considered valuable in terms of providing information to administrators and teachers at the school level in understanding how teachers' performances will be improved. Teachers demonstrate by the support and guidance of school principals while exhibiting the knowledge, skills, and competencies expected of them in their educational activities. When talking about the effects of effective leadership qualities of school principals on school management, it should be taken into consideration that these effective leadership

qualities can also affect teachers' performances. From this point of view, the research aims to determine whether the school administrators' leadership qualities perceived by teachers can predict teacher performance. In other words, this research was carried out to make an inference about the role of school principals' leadership qualities in teacher performance. For this purpose, answers were searched for the following sub-goals:

- ✓ Do the effective leadership qualities of school principals and teachers' performances differ according to their demographic variables?
- ✓ Is there a significant relationship between the effective leadership qualities of school principals and teachers' performances?
- ✓ Do the effective leadership qualities of school principals predict teachers' performances?

2. METHOD

2.1. Research Model

The relational survey model, one of the quantitative research models, was used in the research. The main purpose of relational research is to clarify our understanding of important phenomena by identifying relationships between variables and to help explain important human behavior or predict possible outcomes (Fraenkel & Wallen, 2006).

2.2. Study Group

358 teachers working in public schools in Istanbul voluntarily participated in the study. 217 of the teachers participating in the research are women and 141 are men. Of the teachers, 304 have undergraduate and 54 are graduate degrees. 166 of the teachers work in primary school, 94 in middle school and 98 in high school. 84 of the teachers are 30 years old and under, 158 of them are 31-40 years old, 89 of them are 41-50 years old, 27 of them are 51 years old and. Finally, 62 of the teachers include seniority of 5 years and below, 86 of them 6-10 years, 73 of them 11-15 years, 72 of them 16-20 years, 65 of them 21 years and more.

2.3. Data Collection Tools

Participant Information Form, Teacher Performance Evaluation Scale, and Leadership Qualifications Scale were used in the study.

Teacher Performance Evaluation Scale; The scale developed by Özgenel (2019b) consists of 34 items and 5 sub-dimensions (area knowledge, preparing the learning-teaching process, communicating, conducting the learning-teaching process and professional development, professional attitude and values). The scale is rated as 5-point Likert (very low = 1, less = 2, medium = 3, good = 4 and very good = 5). Teachers give self-assessment of their performance and score them. The lowest score

is 34 and the maximum is 170 points. High score means that teacher performance is high and low means that performance is low.

Effective Leadership Qualifications Scale; From the 40-item scale developed by Sharma (2010) 16 items and 8 dimensions formed by Sun, Wang, and Sharma (2014) (Self-management, time management, influence, comfort, decision-making, commitment, communication skills, empathy) were created. The scale was adapted to the Turkish language and culture by Cerit, Kadioğlu Ateş and Kadioğlu (2018). The scale is rated as 5-point Likert (never = 1, rarely = 2, sometimes = 3, usually = 4 and totally = 5). Teachers evaluate the leadership qualities of school principals by scoring. Minimum 16 and maximum of 80 points are obtained from the scale. The higher the score, the higher the school principal's leadership qualities mean.

2.4. Data Analysis

Descriptive, skewness, kurtosis and Cronbach Alpha reliability values of the scales were calculated before analysis.

Table 1. Average, standard deviation, skewness, kurtosis and reliability coefficients of school principals' effective leadership qualities and teacher performances

	<i>N</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	Cronbach Alpha <i>a</i>
Performance	358	4.42	.491	.996	1.387	.945
Effective Leadership	358	4.09	.803	.869	.230	.956

According to Table 1, the skewness (.996) and kurtosis (.896) values of the data are between -1 / + 1. The normality assumption of according to Morgan, Leech, Gloeckner, and Barrett (2004), the data shows a normal distribution when the kurtosis and skewness values range between +1 and -1. Parametric tests have performed since the data showed normal distribution. The t-test was used to compare the averages of the binary groups, and ANOVA was used to compare the averages of more than two groups. To determine whether there is a relationship between the two variables, correlation analyzes were performed to determine whether the correlation and independent variable (effective leadership qualities) predicted the dependent variable (performance). Also, the effective leadership qualities of school principals have at the "high" level (M = 4.09); The teachers' average performance is "very high" (M = 4.42). According to Cronbach Alpha reliability coefficients, the scales are understood to be "very high" reliable.

3. FINDINGS

The results of the t-test to specify whether the effective leadership qualities of school principals and teachers' performances differ in terms of their gender are shown in Table 2.

Table 2. *Correlation of effective leadership qualities of school principals and teachers' performances by gender*

Variables	G	N	M	SD	t	df	p
Teacher performance	Woman	217	4.45	.47	1.195	356	.233
	Man	141	4.38	.51			
Effective Leadership Qualities	Woman	217	4.07	.78	.360	356	.719
	Man	141	4.11	.83			

As stated by Table 2, effective leadership qualities of school principals and teachers' performances do not differ significantly in terms of their gender ($p > .05$).

The results of the t-test to specify whether the effective leadership qualities of school principals and teachers' performances differ in terms of their educational status are indicated in Table 3.

Table 3. *Correlation of effective leadership qualities of school principals and teachers' performances in terms of their educational status*

Variables	G	N	M	SD	t	df	p
Teacher performance	Under graduate	304	4.45	.46	2.805	356	.005
	Graduate	54	4.25	.60			
Effective Leadership Qualities	Under graduate	304	4.15	.77	3.600	356	.000
	Graduate	54	3.73	.85			

As stated by table 3; effective leadership qualities of school principals and teachers' performances differ significantly in terms of their educational status ($p < .05$). Accordingly, while the perception of the undergraduate teachers ($M=4.45$) is higher than the perceptions of the teachers who graduate ($M=4.25$); similarly, the perceptions of undergraduate teachers ($M=4.15$) towards effective leadership perception were higher than those of graduates ($M = 3.73$).

The results are indicated in Table 4 to specify whether the effective leadership qualities of school principals and teachers' performances differ according to the level of school they work.

Table 4. Correlation of teachers' performances and effective leadership qualities of school principals according to their school level

	School Level	N	M	SD	VS	Sum of S.	df	Mean	F	p	Sig.
Performance	A-Primary School	166	4.49	.44	Among Groups	1.52	2	.762	3.192	.042	A>C
	B-Secondary School	94	4.40	.47	Within Groups	84.74	355	.239			
	C-High School	98	4.33	.56	Total	86.26	357				
	Total	358	4.42	.49							
Effective Leadership Qualities	A- Primary School	166	4.07	.84	AAmong Groups	.269	2	.135	.208	.813	---
	B- Secondary School	94	4.13	.68	Within Groups	230.25	355	.649			
	C-High School	98	4.07	.84	Total	230.52	357				
	Total	358	4.09	.80							

As stated by table 4, while the effective leadership qualities of school principals do not differ significantly according to the school levels in which teachers work; Teachers' performances differ significantly according to the school levels they work at ($p < .05$). According to the post-hoc LSD test after ANOVA to specify which groups are different; The performances of teachers working in primary school level ($M = 4.49$) are higher than the teachers working in high school ($M=4.33$) levels.

The results to specify whether school principals 'effective leadership qualities and teachers' performances differ according to their ages are indicated in Table 5.

Table 5. Correlation of effective leadership qualities of school principals and teachers' performances by age

	Age	N	M	SD	VS	Sum of S	df	Mean	F	p	Sig.
Performance	A-30 years and under	84	4.39	.45	Among Groups	.32	3	.108	.444	.722	---
	B-31-40 years	158	4.40	.50	Within Groups	85.94	354	.243			
	C-41-50 years	89	4.46	.50	Total	86.26	357				

	D-51 years +	27	4.47	.50							
	Total	358	4.42	.49							
Effect. Leaders. Qualities	A-30 years and under	84	4.23	.76	Among Groups	3.91	3	1.30			
	B-31-40 years	158	4.07	.79	Within Groups	226.6	354	.64			
	C-41-50 years	89	3.95	.81	Total	232.5	357		2.04	.108	---
	D-51 years +	27	4.20	.86							
	Total	358	4.09	.80							

As stated by table 5, teachers' performances and the effective leadership qualities of school principals and do not make a significant difference according to their age ($p > .05$).

The results are indicated in Table 6 to specify whether school principals 'effective leadership qualities and teachers' performances differ significantly according to their professional seniority.

Table 6. *Correlation of teachers' performances and effective leadership qualities of school principals by professional seniority years*

	Seniority	N	M	SD	VS	Sum of S.	df	Mean S.	F	p	Sig.
Performance	A-5 years and under	62	4.34	.51	Among Groups	.211	4	.52			
	B-6-10 years	86	4.42	.43	Within Groups	84.15	353	.238			
	C-11-15 years	73	4.37	.56	Total	86.26	357		2.21	.067	---
	D-16-20 years	72	4.39	.50							
	E-21 years +	65	4.57	.40							
	Total	358	4.42	.49							
Effective Leadership Qualities	A-5 years and under	62	4.17	.80	Among Groups	5.13	4	1.28			
	B-6-10 years	86	4.20	.73	Within Groups	225.3	353	.638			
	C-11-15 years	73	3.97	.83	Total	230.5	357		2.01	.093	---
	D-16-20 years	72	3.92	.81							
	E-21 years +	65	4.18	.81							

Total	358	4.09	.80
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As stated by table 6, teachers' performance and effective leadership qualities of school principals do not differ significantly according to their professional seniority years ($p > .05$).

Correlation analysis conducted to specify whether there is a relationship between the effective leadership qualities of school principals and teachers' performances is indicated in Table 7.

Table 7. Correlation analysis results between school principals 'effective leadership qualities and teachers' performances

	N	M	Sd	Teacher performance
Effective Leadership Qualities	358	4,091	,803	.372**
Teacher performance	358	4,425	,491	--

As stated by table 7, there is a moderate and positive significant relationship between the effective leadership qualities of school principals and teachers' performances ($r = .372$; $p < .01$).

The results of the simple regression analysis conducted to calculate the effective leadership qualities of school principals and the level of predicting teachers' performances are indicated in Table 8.

Table 8. Regression analysis of effective leadership qualities of school principals predicting teacher performance

Independent V.	Dep. V.	B	Std. Error	(β)	t	p	r	r ²	F	p
Constant		3.49	.491		27.84	.000				
Effective Leadership Qualities	Teacher perf.	.228	.803	.372	7.56	.000	.372	.138	57.17	.000

As stated by table 8; there is a medium and positive relationship between the performances of teachers and the effective leadership qualities of school principals ($r=.372$; $p<.01$). Effective leadership characteristics of school principals predict teachers' performance significantly ($r^2=.138$; $p.<01$). The effective leadership characteristic of school principals expresses about 14% of the total variance in teachers' performances ($F=57.17$; $p<.01$). The effective leadership characteristic of school principals influences teachers' performances positively. This is all to say, the effective leadership qualities of school principals influence teachers' performances

positively. A one-unit increase in the effective leadership characteristics of school principals may develop in teachers' performance by 0.372.

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

People are the most important source of organizations thanks to their knowledge, skills, and competencies, and the competitiveness of organizations depends on people. In this sense, organizations need to manage human resources effectively. Otherwise, organizations with a unique resource will fail. In this respect, performance evaluation is vital for organizations. In this study, it was aimed to determine whether the school principals' leadership qualities and teachers' performances differ significantly according to their gender, educational status, seniority and the school levels they work in and whether the school principals' leadership qualities predict teachers' performances.

In this study, while effective leadership qualities of school principals did not differ significantly according to teachers' gender, age, and professional seniority; undergraduate teachers perceive their leadership qualities more positively than graduate teachers. In the studies of Cansüngü (2016) and Güney (2015), the leadership behaviors perceived by primary and secondary school teachers from school principals do not differ significantly according to gender, marital status, school variable, seniority, and educational status. In the study of Altaş (2013), no significant difference was found between the perception of the educational leadership levels of the school principal and the gender of the teachers. It was determined that the teachers who have higher seniority in perceiving the educational leadership levels differ positively. Sun, Wang and Sharma (2014) in their research aimed at determining what the leadership behaviors of effective school principals are. They found that the qualities of an effective school principal are similar for teachers of all ages and seniority, regardless of gender.

According to another finding reached in the research, while teachers' performances do not differ according to their gender, age and seniority; The performance of undergraduate teachers is higher than the graduate teachers. Similarly, Özgenel and Aktaş (2020), Özgenel (2019a), Çağlar (2019), and Gözcü (2009) reported that teachers' performances did not differ significantly according to their gender and seniority. Again, Özgenel and Mert (2019) and Yalçın (2019) found that there was no significant difference in many studies, while Al-Ahmadi (2009) determined that men had higher performances (Çağlar, 2019; Gözcü, 2019; Karademir, 2019; Makineci Şavk, 2009; Yılmaz, 2019). Özgenel and Sevilmiş (2019) and Yalçın (2019) found that as the seniority of teachers increased, their performance decreased. However, according to Cleveland and Landy (1981) and Griffeth and Bedeian (1989), the ages of the employees affect their performance, and their performance increases as the seniority and age of the employees increase (Al-Ahmadi 2009; İdikurt, 2019; Lerner, Brush, & Hisrich, 1997; Makineci Şavk, 2009). On the other hand, there are studies that determine that age and seniority do not make any difference (Gözcü, 2019;

Karademir, 2019; Yalçın, 2019; Yılmaz, 2019). While Teel (2003) and Yılmaz (2019) report that employees' performance increases as their education levels increase, there are many studies that show that the level of education does not make any difference on performance (Çağlar, 2019; Gözcü, 2019; İdikurt, 2019; Karademir, 2019; Lerner, Brush & Hisrich, 1997; Özgenel and Mert, 2019; Özgenel, 2019a; Yalçın, 2019). In studies conducted in different sectors such as health and tourism, it has been reported that there is no significant relationship between employee performance and their age, education levels and years of service (Blegen et al., 1992; Çağlar, 2019; Karademir, 2019; Yalçın, 2019). Considering the demographic results together, it can be said that consistent results are not reached.

As a result of the research, the effective leadership qualities of school principals do not differ significantly according to the school levels where the teachers work. This result shows that the effective leadership behaviors of the school principals take place independently where the teachers work, and the expectations of a primary school teacher and a high school teacher from an effective leader are similar. Teachers' performances differ significantly according to the school levels they work at. The performances of the teachers working at the primary school level are higher than the teachers working in the high school levels. Similarly, Özgenel and Mert (2019), Özgenel (2019a) and Teel (2003) have demonstrated that teachers' performance decreases as the school levels they work at progress. This finding can be explained by the fact that the development levels and expectations of the students studying at these levels are quite different from each other. As the age level of students increases, teachers may not be able to perform the desired performance due to various discipline problems and adolescence problems to be coped with.

One of the results of the study is that there is a moderate and positive relationship between the effective leadership qualities of the school principals and the performances of the teachers, and the effective leadership qualities of the school principals predict the performances of the teachers significantly. In other words, the effective leadership qualities of school principals affect teachers' performances positively. This finding is supported by the literature. Terzi and Kurt (2005) stated that the leadership behaviors of school principals have positive or negative effects on teachers, affect teachers' morale, motivation, organizational climate, organizational commitment, efficiency and performance. When we examine the literature, it is seen that leadership styles that enable teachers to have a vision and enable their development to have positive effects on teacher performance. For example, in the researches of Cansüngü (2016) and Güney (2015), it was observed that there was a positive relationship between job satisfaction of teachers and transformational leadership behavior and the managers who showed free leadership. Gümüşeli's (1996) research is important because it touches on a different point. Although the research stated that the school principal inspections positively affect teacher performance in the legislation of the Ministry of National Education, it was found that the supervision behavior of school principals was the least effective on teacher performance. Similarly, Sharma (2010) reported that principals' humanistic skills are preferred by teachers more than their technical skills. School principals need to improve their

competencies about topics, such as professional guidance, human relations and objective assesment, in order to contribute positively to teacher performance (Koç, 2018). These results can be interpreted as that teachers expect the school principals to communicate effectively, guide them, and show supportive, not supervisory attitudes.

There are many studies in the literature on how different leadership styles affect teacher performance. Korkmaz (2005) revealed that the school principal's transformational leadership style had a positive effect on teacher performance. Uğurlu (2008) also revealed that school principals displaying ethical leadership behaviors positively affect teachers' performances by developing organizational trust, organizational commitment, honesty, respect, compassion and responsibility. Akcekoca and Bilgin (2016) shown that all leadership styles are an important factor in teacher performance, showing only one leadership style is insufficient to achieve the highest performance, and besides all these, the most important leadership behavior that ensures teachers perform well is "trust".

According to the studies in the literature, leading factors that affect performance management are leaders and practices of them (Diamantidis, & Chatzoglou, 2019; Dikbaş, 2019; Gözcü, 2019; İnce, 2019; Muchtar, 2017; Nzuve, & Njeru, 2013; Şahinoğlu, 2019; Yılmaz, 2019). In this sense, the results obtained from this research prove that leadership quality has a positive and significant effect on teacher performance. In other words, the more the school principals demonstrate leadership qualities that are evaluated as self-management, time management, impact, comfort, decision making, commitment, influence, communication and empathy skills, the more teachers will show performances by fulfilling their duties.

Teachers' performances are affected by many controllable and uncontrollable variables, and these controllable and uncontrollable variables are intertwined with each other. A teacher may choose to work in a school that she thinks will perform well, but it may not occur due to the leadership quality of the school principal, a variable she cannot control the expected high performance. In this research, educational status, school level, and leadership qualities are the variables that affect teachers' performance. However, different variables that are not included in this study, such as the working conditions of the school where they work, organizational climate, parent profile, workload, can also be effective in revealing teachers' performances. For this reason, it will be possible for teachers to show high performance if all variables are compatible with each other, regardless of a single variable.

Many studies have been conducted to improve employee productivity, ie performance, from Hawthorne studies to date. It has been understood that it is not possible to increase the performance of the employees only with external and financial factors such as wages, and the searches and discussions to determine other factors that have continued until today. And it looks like it will continue. Although the performance evaluation system within the Turkish education system is discussed by many groups, it is seen that performance evaluation is an integral and indispensable

part of organizational life and it is not possible to avoid performance evaluation. The main purpose of the organization's performance evaluation system is to improve the quality of organizational outputs by improving individual and organizational performance. Therefore, a well-designed performance evaluation system will help, to reach the goals of the school and improve the performances of teachers.

5. REFERENCES

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