

Makale türü: Araştırma makalesi		Article type: Research article
Geliş tarihi	15.07.2024	Submitted date
Kabul tarihi	25.05.2025	Accepted date
Elektronik yayın tarihi	30.06.2025	Online publishing date

Atf Bilgisi / Reference Information

Yurdunkulu, A., & Terzi, Ç. (2025). Teachers' Perceptions of Personal Performance, Organisational Resilience and Quantum Leadership of Their Principals. *Journal of History School*, 76, 2247-2261.

TEACHERS' PERCEPTIONS OF PERSONAL PERFORMANCE, ORGANISATIONAL RESILIENCE AND QUANTUM LEADERSHIP OF THEIR PRINCIPALS¹

Adem YURDUNKULU² & Çetin TERZİ³

Abstract

In this study, it is aimed to examine the relationship between teachers' perceptions of certain factors in the institution where they work, teachers' perceptions of their personal performance, their organisational resilience levels and the quantum leadership level of the school principal. The population of the study consists of 4702 teachers working in primary and secondary public schools in Düzce Province in the spring term of 2021-2022 academic year. The sample of the study consisted of 409 teachers selected from this population by stratified sampling method. As a result of the research, male teachers had higher perceptions of quantum leadership and organisational resilience than female teachers, teachers with bachelor's degree had higher perceptions of quantum leadership and organisational resilience than teachers with master's degree; teachers working in primary schools have higher perceptions of their personal performance than teachers working in secondary schools and high schools; teachers working with the current principal for 5 or more years have higher perceptions of their performance than teachers working with the current principal for 1-2 years and 3-4 years. In addition, it was determined that the independent variables (teachers' quantum leadership perceptions of school principals and organisational resilience perceptions) explained 62.9% of the effect on the dependent variable (teacher performance).

¹ Makale yazımı yazar etki oranı: 1.yazar: %50, 2. yazar: %50. Bu makalenin etik kurul onayı Anadolu Üniversitesi'nde, 24.02.2022 tarih, 270534 sayı ve toplantı numarası ile alınmıştır.

²Dr., İbn Haldun Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü, adem.yurdunkulu@ihu.edu.tr, Orcid: 0000-0001-7879-3184

³Dr., Anadolu Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü, cterzi@anadolu.edu.tr, Orcid: 0000-0002-1413-8233

Keywords: Organisational Resilience, Quantum Leadership, Teacher Performance

Kişisel Performans, Örgütsel Dayanıklılık ve Yöneticilerinin Kuantum Liderliklerine Yönelik Öğretmen Algıları

Öz

Bu çalışmada özellikle öğretmenlerin çalıştıkları kurum içerisindeki belirli faktörlerin öğretmenlerin kişisel performanslarına yönelik algıları ile örgütsel dayanıklılık düzeyleri ve okul müdürünün kuantum liderlik düzeyi arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmanın evrenini 2021-2022 eğitim-öğretim yılı bahar döneminde Düzce İlindeki ilköğretim ve orta öğretim devlet okullarında görev yapan 4702 öğretmen oluşturmaktadır. Araştırmanın örneklemini ise bu evrenden tabakalı örnekleme yöntemi ile seçilen 409 öğretmen oluşturmuştur. Araştırma sonucunda erkek öğretmenlerin kadın öğretmenlere göre yöneticilerinin kuantum liderliklerine ilişkin algılarının ve örgütsel dayanıklılık algılarının daha yüksek olduğu, lisans mezunu olan öğretmenlerin yüksek lisans mezunu olan öğretmenlere göre yöneticilerinin kuantum liderliklerine ilişkin algılarının ve örgütsel dayanıklılık algılarının daha yüksek olduğu; kişisel performanslarına ilişkin algılarının ise ilkokulda görev yapan öğretmenlerin ortaokul ve lisede görev yapan öğretmenlere göre daha yüksek olduğu, mevcut müdür ile 5 ve üzeri yıl çalışan öğretmenlerin performanslarına ilişkin algılarının mevcut müdür ile 1-2 yıl ve 3-4 yıl çalışan öğretmenlere göre daha yüksek olduğu sonucuna ulaşılmıştır. Bununla beraber, bağımsız değişkenlerin (öğretmenlerin okul müdürlerine ilişkin kuantum liderlik algıları ve örgütsel dayanıklılık algıları) bağımlı değişken (öğretmen performansı) üzerindeki etkinin %62,9'unu açıkladığı belirlenmiştir.

Anahtar Kelimeler: Örgütsel dayanıklılık, Kuantum liderlik, Öğretmen performansı

INTRODUCTION

Changes and uncertain events occurring around the world can sometimes be destructive or corrosive for people and organisations. The 1999 earthquake in Türkiye, the Black Sea floods, the Covid-19 pandemic and the 2023 Kahramanmaraş earthquake can be given as examples of these devastating and destructive events. The reaction exhibited in the face of the events experienced is as much as the resilience power. Resilience includes strategically important meanings such as being able to cope with certain or uncertain situations encountered, maintaining the current situation, and maintaining balance. Strategic importance is as effective as the leader who can use the strategy. The skills, characteristics and experience of the leader are very important. Quantum leadership is the type of leadership that fills this description and corresponds to it. Quantum leadership, unlike classical leadership, sees uncertainty as an opportunity and aims to benefit the organisation from it.

Following the explanations given above, it is of great importance to know at what level the perceptions of teachers, who are the architects of change in Türkiye, towards the leadership perceptions of the administrators in their schools and their perceptions of the resilience of the organisation have an impact on their performance in terms of being a harbinger of positive developments in Türkiye.

There are frequent, sudden and uncertain changes in the field of education in Türkiye, which greatly affect schools, staff and administrators in provincial education organisations.

In Türkiye, a new minister of national education has been appointed almost every two years and changes have occurred in the education system every year. These changes have caused the schools, which are the most important wheels of the education system, to change and transform. All these sudden and continuous changes have forced schools to be resilient. Compulsory education in Türkiye is 12 years and students have to attend primary school (4 years), secondary school (4 years) and high school (4 years). Primary and middle school are referred to as primary education level and high school is referred to as secondary education level. Levels that are compulsory are necessarily affected by changes and their durability is constantly tested. It is observed that there have been radical and sharp changes such as the transition to SBS with 3 stages instead of OKS, the transition to the 4+4+4 education system, the transformation of flat high schools into Anatolian high schools, and the implementation or abolition of the TEOG system. Sudden and major changes wear out teachers as well as students. School administrators who have adopted quantum leadership style are expected to be prepared for these sudden developments (<https://oygm.meb.gov.tr>).

Because quantum leadership is based on uncertainty and takes finding effective solutions in the face of unpredictable events as a reference. Therefore, it can be thought that these harsh transitions are experienced more smoothly in schools whose administrators adopt quantum leadership style. Teachers who are less affected by this process are expected to have higher levels of organisational resilience. In this context, it can be said that even major changes in the education system can be softened with quantum leadership style. In relation to this, there may be an increase in organisational resilience (Lee, Vargo, & Seville, 2013, p.29).

Quantum leadership can be considered as a type of leadership that enables the structure and functioning of schools to continue on its own, regularly and systematically in educational institutions, creates situations in favour of the organisation regarding uncertainty and complexity, and aims to increase the efficiency of the organisation with the motivation and flexibility provided to the

staff (Tufan, 2019, p.44). The most fundamental aspect that distinguishes this type of leadership from traditional leadership is that the leader is considered as a field of interaction, not as an idea developed for the leader to consist of parts.

It is thought that the quantum leadership perception developed for school administrators will increase teacher performance in addition to organisational resilience. At this point, it is possible to mention the effect of in-school dynamics changing depending on quantum leadership style. For example, in an educational institution that knows that uncertain situations can be solved effectively, works with administrators who do not hesitate to take responsibility, and focuses on the process rather than the result, the positive behaviours of the school administrator will be reflected positively on teacher performance (Sincer, 2021). From this point of view, the problem that the research is based on was determined as follows: "Are there statistically significant relationships between teachers' perceptions of their personal performance, organisational resilience levels and quantum leadership levels of school principals?"

METHOD

This research was designed in accordance with the relational survey model. The survey model is a research method that focuses on describing the current situation or a past situation as it is (Karasar, 2005, p.77). The subject, place, object or event in the research is tried to be described as they exist. Relational survey models, which include two or more variables, aim to reveal the change, degree and status of the relationships between variables (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012). In addition, survey models can be applied to large masses and the opinions and attitudes of the individuals involved are tried to be analysed and described (Karakaya, 2014).

Universe and Sampling

The population of the study consists of 4702 teachers working in primary, secondary and high school public schools in Düzce in the 2021-2022 academic year. While determining the sample that can represent the research population, Krejcie and Morgan's (1970) sampling calculations, 95% confidence interval and 5% margin of error were accepted. Accordingly, the minimum sample number to represent the population of 4702 teachers should be 356. In this study, quantitative data were collected from 409 teachers working in primary, secondary and high school public schools in Düzce province to determine the relationship between quantum leadership perception, organisational resilience perception and teacher performance. It is seen that the sample size is more than the calculated

minimum sample size. As a result, it was understood that the sample number used in the research was sufficient in terms of generalising to the universe.

Data Collection Tools

In this study, "The Quantum Leadership Behaviours Scale of School Administrators" was used to determine teachers' views on quantum leadership levels of school principals, "Teacher Performance Evaluation Scale" was used to determine teachers' views on their perceptions of personal performance, "Organisational Resilience Scale" was used to determine organisational resilience levels, and "Personal Information Form" was used to obtain information about the demographic characteristics of the participants.

The Quantum Leadership Behaviours Scale of School Administrators was developed by Erçetin, Potas, Açıklım, Turan, and Bisaso (2016). The scale consists of a total of 38 items and 4 dimensions: (1) "Leadership is an interaction field in the leader-follower dichotomy" (items 1-9), (2) "Leadership is unstructured and unpredictable" (items 10-18), (3) "Intermittency of leadership phenomenon" (items 19-28), (4) "The effect of leadership is based on interaction" (items 29-38).

Teacher Performance Evaluation Scale was developed by Özgenel, M. (2019). The scale consists of a total of 34 items and 5 dimensions: (1) "Field knowledge" (items 1-4), (2) "Preparing the learning-teaching process" (items 5-10), (3) "Communication" (items 11-15), (4) "Conducting the learning-teaching process and professional development" (items 16-24) and (5) "Professional attitudes and values" (items 25-34).

The organisational resilience scale was developed by the author (Yurdunkulu, and Terzi, 2022) has a total of 35 items and consists of (1) "Adaptation" (items 1-19), (2) "Stability" (items 20-27), (3) "Agility" (items 28-35).

The personal information form was used to collect demographic information (gender, marital status, age, educational status, educational level, professional seniority, current school tenure, branch, working time with the current principal, number of teachers in the school) of the teachers working at different school levels in the study.

Data Collection Processes

Before collecting the data within the scope of the research, an ethics committee application was made to Anadolu University Institute of Educational Sciences Directorate and ethics committee approval was obtained on 24.02.2022. After obtaining the approval of the university ethics committee and the necessary

approvals and permissions for the scale, the necessary permissions were obtained from the Düzce Provincial Directorate of National Education on 23.03.2022, and the voluntary participation form was included in the teachers working in primary and secondary public schools affiliated to the Düzce Provincial Directorate of National Education, and the data collection started in the spring term of the 2021-2022 academic year. Permissions were also obtained from the scale authors for the scales used during data collection. During data collection, interviews were sometimes conducted, sometimes telephone or e-mail was used, and sometimes forms created over the internet were used. The data were collected after the necessary explanations were made, and the forms that were filled in incorrectly or incompletely were not included in the evaluation. The data collection process took place between March and June 2022.

Data Analysis

Within the scope of the research, statistics such as independent group t-test, one-way analysis of variance (ANOVA), correlation coefficients, multiple variance analysis, regression analysis were used. The research was conducted on a total of 409 people. In order to ensure the assumption of normality, a range of -2 to +2 was sought for kurtosis and skewness values (George & Mallery, 2016, Tabachnick & Fidell, 2013).

Scheffe test was used to determine the source of differences as a result of One-Way Analysis of Variance (ANOVA) when the variances were homogeneous. Scheffe test is generally used as the most flexible post hoc test that can keep the margin of error α under control when the number of groups to be compared is large and does not take into account the assumption that the number of observations in the groups is equal (Scheffe, 1953; Scheffe, 1959; cited in Kayri, 2009). In cases where the source of differences could not be determined with the Scheffe test, the LSD test, which does not require the assumption that the sample is equal, was used (Kayri, 2009). In cases where variances were not homogenous, Games-Howell test was preferred. IBM SPSS Statistic 24 and AMOS 21 programmes were used in data analysis.

FINDINGS AND INTERPRETATIONS

Before the analyses, it was checked whether the data collected for the Organisational Resilience Scale, the Quantum Leadership Scale of Administrators and the Teacher Performance Scale were normally distributed and whether there was a relationship between the variables. Accordingly, the skewness value of the data for the Organisational Resilience Scale was found as

-,749, kurtosis value as ,241; the skewness value of the data for the Quantum Leadership Scale of Administrators was found as -,820, kurtosis value as ,101; the skewness value of the data for the Teacher Performance Scale was found as -,845, kurtosis value as 1,620. The skewness and kurtosis coefficients of the research variables are given in Table 1.

Table 1

Skewness and kurtosis coefficients for research variables

	N	Skewness		Kurtosis	
		Statistics	Std. Error	Statistics	Std. Error
Organisational Resilience Scale	409	-,749	,121	,241	,241
The Quantum Leadership Behaviours Scale of School Administrators	409	-,820	,121	,101	,241
Teacher Performance Evaluation Scale	409	-,845	,121	1,620	,241

When Table 1 is analysed Skewness and kurtosis values between +2.0 and -2.0 indicate that the data are normally distributed (George and Mallery (2016). According to these explanations, it is understood that our data show normal distribution.

Then, Pearson correlation coefficients were calculated to determine the relationship between teachers' personal performance, organisational resilience and quantum leadership levels of school principals. According to Büyüköztürk (2011), the interpretation of the correlation coefficient according to its absolute values is as follows: 0.00-0.29 is low level, 0.30-0.69 is medium level, 0.70-1.00 is high level. Pearson correlation analysis was performed to reveal whether there is a relationship between teachers' perceptions of their personal performances, organisational resilience levels and quantum leadership levels of the school principal. The results obtained are given in Table 2.

Table 2

Pearson correlation analysis results between teachers' perception levels

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	1	2
1. Teacher Performance	409	4.401	.44272		
2. Organisational Resilience	409	3.966	.82273	,373**	
3. Quantum Leadership	409	3.725	.98980	,292**	,831**

** p<0.01

When we look at the results obtained in Table 2, we can see that there is a positive, significant and medium level relationship between teachers' perceptions of their personal performance and their organisational resilience level ($r=0,37, p<0.01$);

there is a positive, significant and low level relationship between teachers' perceptions of their personal performances and quantum leadership level of school principals ($r=0,29$, $p<0.01$); and there is a positive, significant and high level relationship between teachers' organisational resilience levels and quantum leadership level of school principals ($r=0,83$, $p<0.01$). In addition, the variance explained by teachers' perceptions of their personal performance and organisational resilience levels on each other is 13,91%, i.e. 13,91% of teachers' perceptions of their performance may be caused by their organisational resilience levels. The variance explained by teachers' perceptions of their performance and quantum leadership levels of school principals on each other is 8,52%, i.e. 8,52% of teachers' perceptions of their performance may be caused by quantum leadership levels of school principals; the variance explained by teachers' organisational resilience levels and quantum leadership levels of school principals on each other is 69,05%, which means that 69,05% of teachers' organisational resilience levels may be caused by quantum leadership levels of school principals.

Findings Regarding Teachers' Views on Quantum Leadership Perception Levels of School Principals

In this section, an answer to the question "What is the level of quantum leadership perceptions of teachers towards school principals?" was sought. In order to reach the findings for this purpose, descriptive statistics related to the scores obtained from the Quantum Leadership Behaviours of School Principals Scale are given in Table 3.

Table 3

Descriptive statistics values related to teachers' perceptions of quantum leadership towards school principals.

Variable	n	\bar{X}	ss	Lowest Score	Highest Score
Leadership is a field of interaction in the leader-follower dichotomy	409	3,82	1,03	1,00	5,00
Leadership is unstructured and unpredictable	409	3,60	1,05	1,00	5,00
Discontinuity of leadership	409	3,76	1,02	1,00	5,00
The impact of leadership is interaction based	409	3,70	,97	1,00	5,00
Total	409	3,72	,98	1,00	5,00

When the findings obtained from the Quantum Leadership Behaviours of School Principals Scale in Table 3. are examined, it is seen that the teachers' perception level of quantum leadership towards school principals is " Highly Agree" (=3.72, ss=0.98). Bu bulgular doğrultusunda araştırmada yer alan öğretmenlerin okul müdürlerinin kuantum liderlik düzeylerini yüksek düzeyde değerlendirdiği söylenebilir. When considered in the context of the sub-dimensions of the Quantum Leadership Behaviours of School Administrators Scale, it was observed that in all sub-dimensions; leadership is an interaction field in the leader-followers dilemma (=3,82, ss=1,03), leadership is unstructured and unpredictable (=3,60, ss=1,05), the intermittency of the leadership phenomenon (=3,76, ss=1,02), the effect of leadership is based on interaction (=3,70, ss=0,97) teachers' opinions were at a high level. Therefore, it can be said that teachers' perceptions of quantum leadership levels of school principals are expressed at a moderate level in the dimensions of leadership is an area of interaction in the leader-followers dilemma, leadership is unstructured and unpredictable, the intermittency of leadership phenomenon, and the effect of leadership is based on interaction.

Findings Regarding Teachers' Views on Organisational Resilience Perception Levels

In this section, an answer to the question "What is the level of teachers' perceptions of organisational resilience?" was sought. In order to reach the findings for this purpose, descriptive statistics related to the scores obtained from the Organisational Resilience Scale are given in Table 4.

Table 4

Descriptive statistics values for teachers' perceptions of organisational resilience levels

Variable	n	\bar{X}	ss	Lowest Score	Highest Score
1-Adaptation	409	3,74	1,01	1,50	5,00
2-Stability	409	4,19	,74	1,00	5,00
3- Agility	409	3,96	,93	1,00	5,00
Total	409	3,96	,82	1,02	5,00

When the findings obtained from the Organisational Resilience Scale in Table 4. are examined, it is seen that teachers' perceptions of their organisational resilience levels are " Highly Agree" (=3.96, ss=0,82). In line with these findings, it can be

said that the teachers in the study evaluate their organisational resilience levels at a high level. In the context of the sub-dimensions of the Organisational Resilience Scale, it was observed that the opinions of the teachers were at a high level in all sub-dimensions; adaptation ($\bar{x}=3,74$, $ss=1,01$), stability ($\bar{x}=4,19$, $ss=0,74$), agility ($\bar{x}=3,96$, $ss=0,93$). Therefore, it can be said that the perception level of teachers towards organisational resilience is high in the dimensions of adaptation, stability and agility.

Findings Regarding Teachers' Views on Personal Performance Perception Levels

In this section, an answer to the question "What is the level of teachers' perceptions about their personal performance?" was sought. In order to reach the findings for this purpose, descriptive statistics related to the scores obtained from the Teacher Performance Evaluation Scale are given in Table 5.

Table 5

Descriptive statistics values for teachers' perceptions of their personal performance

Variable	n	\bar{X}	ss	Lowest Score	Highest Score
Field knowledge	409	4,23	,55	1,50	5,00
Preparing the learning-teaching process	409	4,31	,55	2,17	5,00
Contact	409	4,47	,50	2,60	5,00
Conducting the learning-teaching process and professional development	409	4,29	,56	2,00	5,00
Professional attitudes and values	409	4,69	,43	1,40	5,00
Total	409	4,40	,44	2,18	5,00

When the findings obtained from the Teacher Performance Evaluation Scale in Table 5 are analysed, it is seen that the teachers' perception levels regarding their personal performances are "Very Highly Agree" ($\bar{x}=4.40$, $ss=0.44$). In line with these findings, it can be said that the teachers in the study evaluated their personal performance levels at a very high level. When considered in the context of sub-dimensions of Teacher Performance Evaluation Scale, it was embedded that teachers' opinions in all sub-dimensions; field knowledge ($\bar{x}=4,23$, $ss=0,55$), preparing learning-teaching process ($\bar{x}=4,31$, $ss=0,55$), communication ($\bar{x}=4,47$, $ss=0,50$), conducting learning-teaching process and professional development ($\bar{x}=4,29$, $ss=0,56$), professional attitude and values ($\bar{x}=4,69$, $ss=0,43$) were at a very high level. Therefore, it can be said that teachers' perception level of their personal performance is very high in the dimensions of field knowledge,

preparation of learning-teaching process, communication, execution of learning-teaching process and professional development, professional attitudes and values.

Findings on the Relationship between Teachers' Perceptions of Their Personal Performance, Organisational Resilience Levels and Quantum Leadership Level of School Principals

In this section, an answer to the question “Are there statistically significant relationships between teachers' perceptions of their personal performance, organisational resilience levels and quantum leadership levels of school principals? ” was sought. Pearson Product Moment correlation analysis technique was used to reach the findings related to this purpose. The correlation coefficients showing the relationships between teachers' perceptions of their personal performance, organisational resilience levels and quantum leadership level of school principals are given in Table 6.

Table 6
Pearson product-moment correlation coefficients for the relationships between variables

Variable	1	2
1. Teacher Performance	1	
2. Organisational Resilience	,373**	1
3. Quantum Leadership	,292**	,831**

When Table 6. is examined, we see that there is a positive, significant and medium level relationship between teachers' perceptions of their personal performance and their organisational resilience level ($r=0,37, p<0.01$); there is a positive, significant and low level relationship between teachers' perceptions of their personal performances and quantum leadership level of the school principal ($r=0,29, p<0.01$); and there is a positive, significant and high level relationship between teachers' organisational resilience levels and quantum leadership level of the school principals ($r=0,83, p<0.01$).

CONCLUSION

It was concluded that teachers' perceptions of quantum leadership of principals positively predicted teacher performance; teachers' perceptions of organisational resilience positively predicted teacher performance; teachers' perceptions of quantum leadership of principals and organisational resilience together positively

predicted teacher performance; and independent variables (teachers' perceptions of quantum leadership of principals and organisational resilience) explained 62.9% of the effect on the dependent variable (teacher performance) in the overall model.

When the results obtained in the context of the main purpose of the study are evaluated as a whole, it can be said that there is a direct proportion between teachers' quantum leadership perceptions of school administrators and their organisational resilience levels and performances. The reason for this result is the behaviours of the administrators with quantum leadership characteristics in the school and the way they approach the events. Since quantum leadership style, unlike classical leadership, is based on coping with uncertain situations and chaos environments and does not aim to establish authority over teachers, teachers in schools where school administrators who adopt quantum leadership style work feel freer. This situation increases organisational resilience and improves teachers' performance.

When the related researches were examined, it was found that there was no research on the relationship between teachers' perceptions of quantum leadership of their principals and their perceptions of organisational resilience and teacher performance. In this context, it is possible to evaluate similar studies as insufficient for the literature. Therefore, it is predicted that the results obtained within the scope of the research will be of a guiding nature for researchers and will contain clues about getting to know teachers more closely. In addition, it is thought that the results obtained in this study will enrich the literature.

REFERENCES

- Büyüköztürk, Ş., Çakmak, K., Akgün, Ö., Karadeniz, Ş. & Demirel, F. (2012). *Bilimsel Araştırma Yöntemleri*. Pegem.
- Erçetin, Ş. Ş., Potas, N. Açıkalın Ş. N., Turan & S. Bisaso, S.M. (2016). *A Study for Developing a Viable Quantum Leadership Scale*.
- George, D. & Mallery, P. (2016). *IBM SPSS Statistics 23 Step by Step: A Simple Guide and Reference*. Routledge.
- Kayri, M. (2009). Araştırmalarda gruplar arası farkın belirlenmesine yönelik çoklu karşılaştırma (post-hoc) teknikleri. *Firat Üniversitesi Sosyal Bilimler Dergisi*, 19(1), 51-64.
- Karakaya, İ. (2014). Bilimsel araştırma yöntemleri. In A. Tanrıoğen (Ed) *Bilimsel Araştırma Yöntemleri*. Anı.

Teachers' Perceptions of Personal Performance, Organisational Resilience and Quantu...

- Karasar, N. (2005). *Bilimsel Araştırma Yöntemi* (15. Baskı). Nobel Yayın Dağıtım.
- Özgenel, M. (2019). Öğretmen performans değerlendirme ölçeğinin geliştirilmesi: Geçerlik ve güvenirlik çalışması [Development of teacher performance evaluation scale: Validity and reliability study]. B. Kocaoğlu (Ed.), *5. Uluslararası Sosyal ve Eğitim Bilimleri Araştırmaları Kongresi [V. International Social and Education Sciences Studies Congress]* içinde (s. 64-65). Balıkesir: Bandırma Onyedi Eylül Üniversitesi
- Sincer, S. (2021). Öğretmen performansı, örgütsel sadakat ve karizmatik liderlik arasındaki ilişkinin incelenmesi: Bir karma yöntem araştırması. [Doktora Tezi. Ankara: Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü
- Tufan, M. (2019). Okul yöneticilerinin kuantum liderlik davranışları ile öğretmenlerin insiyatif alma düzeyleri arasındaki ilişki. Yüksek Lisans tezi, Yıldız Teknik Üniversitesi]. YÖK Ulusal Tez Merkezi.
- Yurdunkulu, A., & Terzi, Ç. (2022). Örgütsel Dayanıklılık Ölçeğinin Geliştirilmesi: Geçerlik ve Güvenirlik Çalışması. *Anadolu Eğitim Liderliği ve Öğretim Dergisi*, 10(2), 133-150.

EXTENDED ABSTRACT

Introduction: This study aims to examine teachers' perceptions of their personal performance, their levels of organizational resilience, and their school administrators' quantum leadership practices. Quantum leadership, which embraces uncertainty, complexity, and transformation in organizational contexts, has gained increasing importance in the field of educational leadership. Likewise, the concepts of teacher performance and organizational resilience are critical factors in ensuring the sustainability and adaptability of educational institutions. However, there is a lack of empirical studies addressing the interplay between these three variables in a comprehensive model.

Method: The research was designed in accordance with the relational survey model, a method that focuses on describing the existing or past situation as it is (Karasar, 2005, p. 77). In such models, the relationships, degrees, and directions of associations among multiple variables are examined (Büyüköztürk et al., 2012). The relational survey model allows for the collection of data from a large population and aims to describe the attitudes and perceptions of individuals (Karakaya, 2014).

The study population consisted of 4702 teachers working in public primary, secondary, and high schools in Düzce during the 2021–2022 academic year. The sample was determined based on the sample size table proposed by Krejcie and Morgan (1970), with a 95% confidence level and a 5% margin of error. Accordingly, the minimum required sample size for this population was 356 teachers. The final sample consisted of 409 teachers, which exceeds the required size, ensuring the generalizability of the findings.

Results: The study revealed a statistically significant and moderate positive correlation between teachers' perceptions of their personal performance and their organizational resilience levels ($r = 0.37$, $p < 0.01$). Additionally, a statistically significant but low-level positive correlation was found between teachers' perceptions of their personal performance and school principals' quantum leadership levels ($r = 0.29$, $p < 0.01$). Furthermore, a statistically significant and strong positive correlation was identified between organizational resilience levels and quantum leadership perceptions of school principals ($r = 0.83$, $p < 0.01$).

The variance analysis showed that 13.91% of the variance in teachers' performance perceptions could be explained by their organizational resilience levels. Similarly, 8.52% of the variance in performance perceptions was explained by the quantum leadership levels of school principals. Most notably, 69.05% of the variance in organizational resilience was attributed to the perceived quantum leadership levels of school principals.

Conclusion: When the findings are evaluated holistically, it can be concluded that there is a direct proportional relationship between teachers' perceptions of their administrators' quantum leadership, their organizational resilience, and their performance. This relationship can be attributed to the behaviors and attitudes of administrators who exhibit quantum leadership characteristics. Unlike traditional leadership approaches, quantum leadership emphasizes flexibility, adaptability to chaos, and avoiding authoritarian tendencies, allowing teachers to feel more autonomous and empowered. This, in turn, enhances both organizational resilience and teacher performance.

A review of existing literature indicates a lack of studies exploring the relationship between quantum leadership perceptions and both organizational resilience and teacher performance. Therefore, this study provides a unique and valuable contribution to the literature and is expected to offer significant insights for future research on teacher leadership perceptions and school management dynamics.

Teachers' Perceptions of Personal Performance, Organisational Resilience and Quantu...

Çıkar Çatışması Bildirimi

Bu çalışma kapsamında yazarların herhangi bir çıkar çatışması bulunmamaktadır.

Destek/Finansman Bilgileri

Bu çalışma, herhangi bir kurum veya kuruluş tarafından maddi olarak desteklenmemiştir.

Yapay Zekâ Kullanımı Bildirimi

Bu çalışmanın hazırlanma sürecinde herhangi bir yapay zekâ aracından yararlanılmamıştır.