

## The Relationship Between Private School Administrators' Leadership Styles, Teachers' Informal Communication Levels and Teacher Job Performance

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### ABSTRACT

The aim of this study is to determine the relationship between the leadership styles of private school administrators, teachers' informal communication levels and teacher Job performance. The population of the study consists of 951 teachers working in private schools (primary and secondary schools) in Nicosia, Kyrenia and Famagusta district of the TRNC. The sample of the study consists of 426 people who continue their teaching profession in the 2023-2024 academic year, which is determined by random sampling method. The data collection tool consists of four parts. In the first part, there are questions containing the general knowledge of the teachers. In the second part, the 24-item "Informal Communication Scale" developed by Uğurlu (2014) was used. In the third part, the School Principals Leadership Styles Scale (OMLSS) developed by Akan et al. (2014) was used. The "Teacher Job Performance Scale" used in the fourth section is a measurement tool developed by Limon and Sezgin-Nartgün in 2020. In the study, the data were analyzed with the 28.00 SPSS program.

According to the results of the research, it is clearly seen that the leadership styles adopted by school administrators and the level of communication between teachers affect the Job performance of teachers. It has been determined that transformational leadership style has a positive and significant effect on Job performance. On the other hand, it was observed that liberating and sustaining leadership styles exhibited a negative and significant relationship with Job performance. In addition, it has been determined that communication style also plays an important role. The positive relationships between the contextual performance dimension and the friendship and entertainment dimensions show that teachers exhibit a communication style that positively affects Job performance. Overall, leadership styles and communication style were found to be determining factors on teachers' Job performance. According to the results of the regression analysis, which evaluates the effect of school administrators' leadership styles on teachers' informal communication levels and Job performance, there are significant relationships between the relevant factors. A positive and significant relationship was determined between the teacher Job performance scale and the informal communication scale. This situation shows that a strong and effective level of informal communication plays a role in increasing the Job performance and productivity of teachers.

**Keywords:** Leadership Styles, Informal Communication, Job Performance.

### 1. INTRODUCTION

#### 1.1. Problem

Leadership; historically, it has been an important concept that brings people together and shapes the process of achieving common goals. When faced with difficulties, humanity has sought specific direction and guidance. At this point, the emergence of leaders and their abilities are focused on their ability to bring communities together and direct them towards common goals (Özkalp & Kirel, 2001). Leadership refers to the process of bringing together, mobilizing or directing a particular person and/or group of people. Leadership is the process of directing a group of people towards predetermined goals and guiding this group (Eren, 1998). To understand leadership, as emphasized (Çalık, 2003). It is important to understand that the leader is a figure who overcomes the difficulties encountered and ensures the continuity of the organization. The leader plays a strategic role not only to achieve certain goals, but also for the sustainability and success of the organization (Piwowar-Sulej and Iqbal, 2023).

The leadership style exhibited by the school principal is an important factor that shapes the process of bringing people together, directing them and ensuring they achieve common goals (Yalçın & Başar, 2022). The school principal should bring together teachers and other school personnel and direct them to act towards common

goals. If the principal adopts a leadership style that is predictive, open to changes, and values the ideas and opinions of his employees, loyalty within the school may increase. Acting with a modern leadership approach, school principals motivate teachers, care about individual differences, and encourage teachers' participation in decision-making processes, which positively affects the overall performance and success in the school (Dağlı & Ağalday, 2018).

There may be an important relationship between the leadership styles of private school administrators and the communication levels of teachers. This relationship can affect the general atmosphere of the school, cooperation between teachers, and student-teacher relationships (Öncü et al., 2023). Teachers' levels of informal communication have a significant impact on a school's social dynamics, collaboration, and teacher-student relationships. Informal communication refers to forms of communication that are informal and involve every day and personal matters. This type of communication can create a sense of community in the school environment and provide a suitable environment for collaboration (Şakir & Çelikten, 2023). This shows that teachers' performance will be positively affected.

Teacher Job performance is a concept that evaluates how effective a teacher is in relation to his duties, how he affects students' academic achievement, and how he contributes to the educational process in general. Job performance is generally evaluated through a number of factors such as teacher's student achievements, classroom management skills, student relations, professional development and contribution to educational programs (Büyükgöze & Özdemir, 2017).

Based on this information, the problem statement of this study was determined as "the relationship between the leadership styles of private school administrators, teachers' informal communication levels and teacher Job performance".

## 1.2. Purpose and Importance

The purpose of this research is to determine the relationship between the leadership styles of private school administrators, teachers' informal communication levels and teacher Job performance. This study focuses on determining the relationships between the leadership styles of private school administrators, teachers' informal communication levels and teacher Job performance. Understanding these dynamic relationships between leadership, communication and Job performance in private schools is of great importance for the effective management and development of educational environments. This research is conducted to understand the factors affecting teachers' Job performance, to examine the interaction between leadership styles and informal communication levels, and to determine the prominent success strategies in this context. The results of this study can contribute to more effective management of educational institutions and increased student achievement by providing valuable insights for private school administrators, teachers and education policy makers.

## 1.3. Hypotheses

The research hypotheses are given below:

H<sub>1</sub>: There is a relationship between the leadership styles of school administrators and the informal communication levels of teachers.

H<sub>2</sub>: There is a relationship between the leadership styles of school administrators and teacher Job performance.

H<sub>3</sub>: There is a relationship between teachers' informal communication levels and teacher Job performance.

H<sub>4</sub>: Leadership styles of school administrators have an effect on teachers' informal communication levels and teacher Job performance.

## 1.4. Definitions

**Leader:** It refers to the person who directs, influences or guides a group or organization (Çetin & Beceren, 2007).

**Leadership:** It is a process that enables a person to achieve certain goals by influencing, directing or guiding a group or organization (Demir et al., 2010).

**Communication:** It is a process used to transfer one person's feelings, thoughts, information or desires to another person (Güngör & Aydın, 2011).

**Informal communication:** It is communication that is informal, has unclear boundaries and usually takes place outside the institutional hierarchy (Bektas & Erdem, 2015).

**Performance:** It is the ability or level of success of a person or thing to perform a certain task, Job or activity (Tunçer, 2013).

**Job Performance:** It is a concept that evaluates how effectively an employee performs a certain Job or task (Yelboğa, 2006).

## 2. CONCEPTUAL FRAMEWORK

### 2.1. Leadership Styles

The concept of leadership may vary at different times, in different groups and in different environments. Therefore, the breadth and validity of the concept of leadership can be interpreted in different ways according to different perspectives. Leadership is considered a fundamental characteristic of human relationships and therefore can be valid in any environment where a group of people exists. A leadership role may be needed in all kinds of organizations and institutions, whether structured or unstructured, within a family, a student community, a political formation, a company, military units or state administrations ( Oğuz, 2011) . For example, in a family, the mother or father may be the leader of the family and play a guiding role for the well-being and unity of the family. In a student community, student leaders represent their fellow students, organizing events and leading the needs of the community. Similarly, in a business or company, senior managers set the company's vision and take the leadership role in achieving company goals by motivating employees. In military units, officers or commanders provide leadership to ensure the safety and effectiveness of their units. In each case, the concept of leadership may manifest differently and the roles and responsibilities of leaders may differ. However, leadership is a universal concept that has a significant impact in every environment where people come together (Akçakoca & Bilgin, 2016).

Leadership styles refer to the approaches leaders adopt when performing their leadership roles. Every leader may have their own unique leadership style and adopt different styles in different leadership situations. Leadership styles are affected by various factors such as the leader's personality traits, experiences, values and organizational goals (Ogul, 2023). The leadership styles used in the study are summarized below:

- **Transformational Leadership:** Transformational leadership focuses on the leader's ability to create profound effects on followers and lead them to change. This leadership style aims to achieve transformation by increasing the motivation of followers and maximizing their potential. Transformational leaders are visionary, inspiring and have the ability to create a powerful impact (Fırat and Yeşil, 2020) .
- **Laissez-faire Leadership:** Laissez-faire leadership aims to motivate the leader's followers by giving them broad autonomy and trust. This leadership style allows team members to discover and develop their potential. Laissez-faire leaders encourage team members' participation in decision-making processes by providing guidance and support (Aktaş & Özgenel, 2020).
- **Sustainability Leadership:** Sustainability leadership aims to provide stability and security by focusing the leader on maintaining the current situation. This leadership style focuses on managing routine work and maintaining operational efficiency. Sustainability leaders play an important role in achieving set goals and maintaining the current situation (Aytaç & Usta, 2023).

### 2.2. Informal Communication

Communication is the basis of relationships between people, and communication is considered an indispensable tool in all areas of life (Bektas & Erdem, 2015). Communication between different classes, professions, communities, societies and groups enables people to interact with each other, exchange information, express their feelings and create meaning. Communication cannot be considered as belonging to only one field of science, because all fields of science must know and use communication methods and methods effectively for the future of their own existence (Tan, Qian & Chen, 2023).

Under uncertain conditions, that is, environments dominated by informal or informal communication, group and individual interaction can often occur more frequently and more effectively. Unlike formal communication channels, informal communication provides a more flexible, friendly and natural environment. This plays an important role in increasing the social relations of groups. Informal communication helps establish sincere relationships and increase trust among employees (Fung & Cheung, 2024). Because in informal communication environments, people feel more comfortable and share their feelings, thoughts and experiences more openly. This leads to stronger bonds between group members and increased cooperation. In addition, informal communication encourages the exchange of information and ideas within the group. A comfortable and open

communication environment between group members enables different perspectives to be shared and new ideas to emerge. This improves the decision-making processes of groups and encourages creativity (Barutçu & Haşiloğlu, 2010).

Informal communication helps distribute information as a form of communication that crosses boundaries within the formal structure. However, the information distributed may not always be desired or positive. This information may sometimes be harmful to the organization or employees. However, the negative results highlight that the informal communication process should be managed and exploited rather than hindered. Therefore, it may be more effective for organizations to manage and control this communication process, rather than completely preventing informal communication. Informal communication can increase the flow of information within the organization and contribute to the development of better relationships between employees. Therefore, it would be more logical to take precautions to deal with negative consequences and use informal communication in favor of the organization (Olszewski, 2004).

### 2.3. Job Performance

Job performance relates to an employee's ability and efficiency to perform their duties at work. This concept is generally defined as the employee's ability to achieve set goals, perform their duties effectively, use their skills and abilities, contribute to the Job and adapt to expectations in the workplace. It is a criterion for measuring how effective and efficient an employee is at work. Good Job performance is associated with the employee's ability to achieve set goals, the ability to perform tasks on time and accurately, a high standard of quality in work, and the ability to make a positive contribution in the workplace (Yelboğa, 2006). It is usually evaluated in performance appraisal processes, and the employee's success is evaluated through specific metrics and performance evaluation tools used to measure performance. Job performance is considered an important indicator to improve the employee's performance at work and support managers' workforce management decisions (Çağatay, 2023).

Job performance is a multidimensional and dynamic concept. It is considered together with process and result aspects. The process aspect evaluates the behaviors that employees perform at work and the contribution of these behaviors to the goals of the organization. It accepts measurable behaviors as performance. The outcome aspect focuses on the consequences of employees' behavior. Process and outcome aspects are related to each other, but do not overlap completely. The goal of the performance process is to achieve high performance results. However, performance outcomes are influenced by other processes besides behavior, such as situational and organizational constraints. The performance of employees may not always be at a constant level (Doymuş et al., 2023). Job performance is a dynamic concept because it is under the influence of various factors. A person's performance may decrease due to temporary factors (such as fatigue) or permanent factors (such as aging), while it may increase due to processes such as learning processes and performance management. Therefore, Job performance is a process that changes and develops over time (Judge et al., 2012). The performance types used in the study are summarized below:

Task Performance refers to an employee's ability to perform assigned Job duties. This reflects how effectively the employee performs his or her main duties at work and how well he or she complies with the standards set by the workplace. Task performance includes the employee's technical skills, knowledge, and functional abilities. For example, the coding skills of a software developer and the customer relationship management abilities of a sales representative can be given as examples of task performance (Geylan & Akça, 2023).

The Contextual Performance Dimension refers to an employee's personal and social behaviors that affect Job performance. This includes factors such as the employee's interaction with others in the workplace, their compliance with social norms in the workplace, and their contribution to the organizational culture. Contextual performance includes behaviors such as contribution to teamwork in the workplace, cooperation, flexibility, and respect for the manager (Korku & Yıldız, 2023).

The Adaptive Performance Dimension refers to how effectively an employee fulfills his or her role at work. This reflects how well the employee behaves in line with workplace expectations and embraces organizational values. Adaptive performance includes factors such as compliance with the rules in the workplace, commitment to organizational mission and values, and contribution to the goals of the workplace (Arslan & Gül, 2023).

Teachers' Job performance is generally based on factors such as student achievement, teaching quality, classroom management skills, student participation, instructional material preparation and presentation. Various methods can be used to evaluate teachers' Job performance. These include techniques such as classroom observations, student achievement data analysis, student and parent feedback, lesson plans, and assessment tools. Effective evaluation of teachers' Job performance can make a positive contribution to the development of the

education system and the success of students. Therefore, it is important to develop supportive policies and programs to increase teachers' Job performance. In this way, it may be possible for teachers to provide education to students more effectively and increase their academic success (Barutçu & Haşiloğlu, 2010).

Evaluating teachers' Job performance can improve the quality of education by focusing on their professional development. In this context, teachers can be supported in the areas they need, strengthen their teaching skills and guide students more effectively. It is important to take a fair and objective approach to evaluating teachers' Job performance. This can ensure that teachers are appreciated by identifying their strengths and that their areas of development are identified and supported. It is also critical that the data used to evaluate teachers' Job performance is reliable and valid, because decisions based on this data can affect the quality of the education system. Effective management and support of teachers' Job performance can increase the success of educational institutions and positively affect the academic success of students (Büyükgöze & Özdemir, 2017).

### **3. METHOD**

#### **3.1. Method of Research**

Quantitative research method was adopted in the research using the general survey model. The general screening model is a research method used to determine certain characteristics or evaluate the conditions of a particular group or population in a study. This model often involves collecting data through surveys or scales. In this model, researchers collect data by sending a pre-prepared survey or scale to members of a specific population or group (Büyükoztürk et al., 2016).

#### **3.2. Population and Sample**

The population of the study consists of 951 teachers working in private schools (primary and secondary schools) in Nicosia, Kyrenia and Famagusta districts of TRNC. The sample of the study was determined by the random sampling method. Random sampling method is a sampling method in which each individual in the population has an equal probability of being selected. In this method, each unit in the population is randomly selected and a sample is created in this way. In this context, the study consists of 426 people who continue their teaching profession in the 2023-2024 academic year.

#### **3.3. Data Collection Tools**

The data collection tool consisted of four parts. In the first part of the scale, there are questions containing general information of teachers (gender, age, marital status, education level, professional seniority and working time).

In the second part, the 24-item "Informal Communication Scale" developed by Uğurlu (2014) was used. The scale consists of the sub-dimensions of friendship, entertainment, influence and knowledge. As a result of the confirmatory factor analysis, when the items related to the sub-factors of the scale were examined, the following situations were observed: The first factor is collected under the name "friendship" and includes items 1, 2, 3, 4, 5, 6, 7, 8. The second factor is collected under the name "fun" and includes items 9, 10, 11, 12, 13. The third factor is collected under the name "influence" and includes items 14, 15, 16, 17. The fourth factor is collected under the name "knowledge" and includes items 18, 19, 20, 21, 22, 23, 24. The Cronbach's alpha internal consistency coefficient of the scale was found to be 0.89, which shows that the internal consistency of the scale is high. Additionally, exploratory factor analysis was applied to the scale and the appropriateness of the sample size was confirmed with Kaiser-Meyer-Olkin and Bartlett statistics (Uğurlu, 2014). These results support that the scale is a reliable and valid tool.

In the third part, the School Principals Leadership Styles Scale (OMLSS) developed by Akan et al. (2014) was used. This scale is a measurement tool containing 35 items and consists of three separate dimensions. These dimensions are called transformational leadership, laissez-faire leadership and sustaining leadership. There are 20 items in the transformational leadership dimension (1, 4, 6, 8, 10, 11, 14, 15, 16, 19, 20, 22, 23, 24, 25, 27, 30, 32, 34, 35). There are 8 items in the laissez-faire leadership dimension (2, 9, 12, 13, 17, 26, 31, 33). There are 7 items in the sustaining leadership dimension (3, 5, 7, 18, 21, 28, 29).

The "Teacher Job Performance Scale" used in the fourth section is a measurement tool developed by Limon and Sezgin-Nartgün in 2020. This scale is used to evaluate teachers' perceptions of their Job performance. The scale does not contain reverse-coded items, which helps avoid confusion when responding to participants. The scale is a 5-point Likert style measurement tool and the answer options are "Never (1)", "Rarely (2)", "Sometimes (3)", "Mostly (4)" and "Always (5)". The scale contains 37 items in total and consists of 3 different dimensions. These dimensions allow evaluating teachers' Job performance from different perspectives. The scale is used to systematically measure teachers' perceptions of their Job performance.

In this study The high Cronbach's Alpha value calculated for the Teacher Job Performance Scale was determined as (0.945), the Cronbach's Alpha value calculated for the Leadership Styles Scale was determined as 0.710, and the Cronbach's Alpha value calculated for the Informal Communication Scale was determined as 0.939. These values show that the internal consistency of the scales is high. This indicates that the use of the scale is reliable and that the concepts measured are evaluated consistently.

### 3.4. Analysis of Data

In the study, the data were analyzed with the 28.00 SPSS program. The skewness and kurtosis statistics of the scales are within acceptable ranges, although some are outside the limits. In this case, parametric tests were applied assuming that the data showed normal distribution. Correlation and Regression analyzes were performed in the study. Correlation analysis is a statistical method used to determine the degree and direction of the relationship between two or more variables. This analysis measures the strength of the relationship between variables, while regression analysis is used to examine the effect of one or more independent variables on a dependent variable.

## 4. FINDINGS

**Table 1. Demographic Variables**

		n	%
Gender	Woman	302	70.9
	Male	124	29.1
Age	20-30 years old	168	39.4
	31-40 years old	132	31.0
	41-50 years old	96	22.5
	50 and above	30	7.0
Marital status	Single	183	43.0
	Married	243	57.0
Educational background	Undergraduate	240	56.3
	Graduate	186	43.7
Professional seniority	1-5 Years	207	48.6
	6-10 Years	39	9.2
	11-15 Years	72	16.9
	16-20 Years	66	15.5
	21 Years and Above	42	9.9
Operation time	1-2 Years	210	49.3
	3-5 Years	144	33.8
	6-7 Years	36	8.5
	8-10 Years	36	8.5
Total		426	100.0

When the demographic profile of the 426 participants in the study is examined, it is seen that the majority of the participants are women (70.9%). When looking at the age distribution, it was determined that 39.4% of the participants were between the ages of 20-30, 31.0% were between the ages of 31-40 and 22.5% were between the ages of 41-50. In terms of marital status, 57.0% of the participants were married, while 43.0% were identified as single. Regarding education level, 56.3% of the participants had undergraduate education, while 43.7% had postgraduate education. Diversity in professional seniority has been observed; While 48.6% of the participants have 1-5 years of seniority, 9.2% have 6-10 years, 16.9% have 11-15 years, 15.5% have 16-20 years and % 9.9 of them were classified as having 21 years or more of seniority. In terms of working time, 49.3% of the participants have a working time of 1-2 years, 33.8% have a working time of 3-5 years, 8.5% have a working time of 6-7 years and 8.5% have a working time of 8-10 years. It has a working period of 8-10 years.

Table 2. Minimum, Maximum, Average and Standard Deviation Values of the Scales

	Min.	Max.	Cover.	Ss.
Task performance	16.00	80.00	74.3521	9.20066
Contextual performance dimension	9.00	45.00	34.8873	5.87289
Adaptive performance dimension	35.00	60.00	53.6761	5.36071
Teacher job performance scale (general)	79.00	185.00	162.9155	16.99114
Transformational leadership	28.00	117.00	86.7418	13.55491
Laissez-faire leadership	8.00	39.00	18.0657	7.36097
Sustainability leadership	7.00	35.00	20.2676	5.79645
Leadership style scale (general)	80.00	168.00	125.0751	14.36348
Friendship	8.00	40.00	28.6056	6.14525
Entertainment	3.00	15.00	11.7042	2.56159
Influence	5.00	25.00	18.3521	4.03665
Information	7.00	34.00	24.5775	5.27278
Informal communication scale ( general)	23.00	108.00	83.2394	16.07201

In terms of task performance, there was a wide range between participants' minimum and maximum scores (16.00 to 80.00). The average score was determined as 74.3521, indicating an overall high task performance. In the contextual performance dimension, although the minimum and maximum score range is narrower (9.00 to 45.00), the average score was determined as 34.8873. This indicates that contextual performance is lower compared to task performance. In the adaptive performance dimension, the score range is narrower (35.00 to 60.00) and the average score was determined as 53.6761. This indicates that adaptive performance is moderate. Finally, for the total performance measure, the minimum and maximum score range is wide (79.00 to 185.00), with the average score determined as 162.9155. This shows that the participants generally showed a high performance.

It is seen that the transformational leadership style generally has the highest average score (86.7418) and the widest score range (28.00 to 117.00). While the average score (18.0657) and score range (8.00 to 39.00) of the Laissez-faire leadership style are lower, the average score (20.2676) and score range (7.00 to 35.00) of the Maintainer leadership style are medium. appears to be at the level. For the Leadership Total, it is observed that the overall leadership performance is high (average: 125.0751) and the scores are distributed in a narrower range on average.

In the friendship dimension, the average score (28.6056) and the score range (8.00 to 40.00) are seen to be at a medium level. The mean scores (11.7042 and 18.3521, respectively) and score ranges (3.00 to 15.00 and 5.00 to 25.00, respectively) are lower for the fun and influence dimensions. In the knowledge dimension, the average score (24.5775) and score range (7.00 to 34.00) are at an average level. For the communication scale, it is seen that the average score is higher (83.2394) and the scores are generally distributed in a wider range (23.00 to 108.00).

Table 3. The Relationship Between School Administrators' Leadership Styles and Teachers' Informal Communication Levels

		Friendship	Entertainment	Influence	Information	Informal communication scale ( general)
Transformational leadership	r	.114 *	.222 **	.288 **	0.080	.178 **
	p.	0.019	0.000	0.000	0.100	0.000
Laissez -faire leadership	r	0.041	-0.071	-0.083	0.032	-0.006
	p.	0.403	0.146	0.087	0.505	0.902
Sustainability leadership	r	.198 **	0.021	-0.037	.149 **	.119 *
	p.	0.000	0.663	0.445	0.002	0.014
Leadership style scale (general)	r	.208 **	.182 **	.215 **	.152 **	.212 **
	p.	0.000	0.000	0.000	0.002	0.000

When the results are examined, it is seen that there are positive and significant relationships between the transformational leadership, maintenance leadership and general leadership style scales and teachers' informal communication levels (\*\*p < 0.01 and \*p < 0.05). This may indicate that these leadership styles of

administrators encourage or influence informal communication among teachers. However, no significant relationship was detected between laissez-faire leadership and informal communication levels ( $p > 0.05$ ). This indicates that there is no connection between this leadership style and the levels of informal communication between teachers. These findings show that school administrators' leadership styles can affect the communication dynamics between teachers and shape the communication culture in the school.

Table 4. The Relationship Between School Administrators' Leadership Styles and Teacher Job Performance

		Task Performance	Contextual Performance Dimension	Adaptive Performance Dimension	Teacher Job Performance Scale (General)
transformational leadership	r	.337 **	.395 **	.254 **	.399 **
	p.	0.000	0.000	0.000	0.000
Laissez-faire leadership	r	-.293 **	-.265 **	-.263 **	-.333 **
	p.	0.000	0.000	0.000	0.000
Sustainability leadership	r	-.124 *	-0.093	-.176 **	-.155 **
	p.	0.010	0.056	0.000	0.001
Leadership Style Scale (General)	r	.117 *	.200 **	0.034	.143 **
	p.	0.016	0.000	0.487	0.003

While transformational leadership showed a positive and significant relationship with task performance, contextual performance dimension, adaptive performance dimension, and overall Job performance scale (\*\* $p < 0.01$ ). This indicates that transformational leadership style can positively affect teachers' Job performance. On the other hand, laissez-faire leadership and sustainer leadership styles showed a negative and significant relationship with Job performance (\*\* $p < 0.01$ ). These results suggest that laissez-faire and maintenanceist leadership styles may negatively affect teachers' Job performance. A positive and significant relationship was also found between the general leadership style scale and Job performance (\*\* $p < 0.01$ ). As a result, it appears that the leadership style adopted by school administrators plays an important role on teachers' Job performance and may affect Job performance.

Table 5. The Relationship Between Teachers' Informal Communication Levels and Teacher Job Performance

		Task Performance	Contextual Performance Dimension	Adaptive Performance Dimension	Teacher Job Performance Scale (General)
Friendship	r	0.085	.193 **	.123 *	.151 **
	p.	0.081	0.000	0.011	0.002
Entertainment	r	.130 **	.167 **	0.085	.154 **
	p.	0.007	0.001	0.081	0.001
Influence	r	.095 *	.144 **	0.071	.124 *
	p.	0.050	0.003	0.142	0.011
Information	r	-0.025	0.046	-0.039	-0.010
	p.	0.609	0.345	0.424	0.839
Informal Communication Scale ( General)	r	0.069	.152 **	0.066	.110 *
	p.	0.157	0.002	0.176	0.023

Positive and significant relationships were found between the contextual performance dimension and the friendship and entertainment dimensions (\*\* $p < 0.01$ ). These results indicate that teachers exhibit a communication style that can positively affect Job performance. Additionally, a significant relationship was detected between the general communication scale and the contextual performance dimension (\* $p < 0.05$ ). There was no statistically significant relationship between other communication dimensions and Job performance ( $p > 0.05$ ). These findings show that communication style plays an important role among the factors that can affect teachers' Job performance.



Table 6. The Effect of School Administrators' Leadership Styles on Teachers' Informal Communication Levels and Teacher Job Performance

	Unstandardized Coefficients		Standardized Coefficients	t	p.
	B.	Std. error	Beta		
Still	93.58	7,107		13,167	0
Teacher Job Performance Scale	0.102	0.04	0.121	2,554	0.011
Informal Communication Scale	0.178	0.042	0.199	4,196	0
F=13, 411	R=.244	R2 : 0.060			

When the results are examined, it is seen that both the teacher Job performance scale and the informal communication scale positively and significantly affect teachers' Job performance. The beta value for the teacher Job performance scale was calculated as 0.121 and the beta value for the informal communication scale was calculated as 0.199. This shows that the level of informal communication affects teacher Job performance more. Moreover, the overall performance of the regression model is also remarkable, although the proportion of variance explained is quite low (6%). These results indicate that school administrators' leadership styles may indirectly affect teachers' Job performance, and especially informal communication levels may play an important role in this effect.

### CONCLUSION AND RECOMMENDATIONS

According to the research results, it is clearly seen that the leadership styles adopted by school administrators and the level of communication between teachers affect teachers' Job performance. Transformational leadership style has been identified as a factor that encourages informal communication among teachers and positively affects Job performance. This leadership style has been observed to have a positive and significant impact on job performance. On the other hand, laissez-faire and sustainer leadership styles showed a negative and significant relationship with Job performance, meaning that these leadership styles may negatively affect teachers' Job performance. It has also been determined that communication style plays an important role. The positive relationships between the contextual performance dimension and the friendship and fun dimensions indicate that teachers exhibit a communication style that positively affects Job performance. In general, leadership styles and communication style emerge as determining factors on teachers' Job performance.

According to the results of regression analysis evaluating the impact of school administrators' leadership styles on teachers' informal communication levels and Job performance, there are significant relationships between the relevant factors. According to the data obtained, a positive and significant relationship was determined between the teacher Job performance scale and the informal communication scale. This shows that a strong and effective level of informal communication plays a role in increasing teachers' Job performance and productivity. Additionally, it was determined that the teacher Job performance scale positively affected teachers' Job performance. The overall performance of the regression model is also notable and appears to be effective in explaining teachers' Job performance. However, the low proportion of explained variance suggests that other factors and variables may also affect Job performance.

Taking into account the research results, some suggestions for school administrators may be:

- Training and development programs that will encourage transformational leadership style should be organized for school administrators. These programs can help administrators improve their leadership skills and create a strong communication culture among teachers.
- School administrators should be given training to develop effective communication skills. These trainings can enable them to establish better communication with teachers and increase their Job performance.
- School administrators should support teachers' development by providing regular feedback. Positive feedback can increase teachers' motivation and positively impact their Job performance.
- School administrators should evaluate their own leadership styles and adopt an appropriate leadership approach for effective collaboration with teachers. This evaluation can help improve the communication culture at school and increase Job performance.

- School administrators should encourage cooperation among teachers and support teamwork. Collaborative environments can strengthen teachers' communication and improve Job performance.

These suggestions can help school administrators improve teachers' Job performance by improving their leadership styles and communication skills. They can also positively affect overall performance at school by increasing teachers' motivation and satisfaction.

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