

Primary School Teachers' Views on Empowering Leadership and Empowerment*

Ahmet Alper Karagözoğlu**, Mukadder Boydak Özkan***

To cite this article:

Karagözoğlu, A. A. & Boydak Özkan M. (2024). Primary school teachers' views on empowering leadership and empowerment. *Journal of Qualitative Research in Education*, 37, 93-120. DOI: 10.14689/enad.37.1766

Abstract

The aim of this study was to investigate the Primary School Teachers' views on empowerment and empowering leadership. The study adopted a phenomenological design, one of the qualitative research methods. The study was carried out with 13 volunteer Primary School Teachers working in different schools in the city center of Elâzığ in the 2020-2021 academic years. The criterion sampling technique, one of the purposive sampling methods, was used in sample selection. A semi-structured interview form consisting of open-ended questions was used in data collection. The results showed that when school principals exhibited fairness, offered opportunities for professional growth, delegated authority with corresponding responsibility, and maintained open communication channels, they positively reinforced the capabilities and morale of the teachers. School principals should know they are in a collaborative partnership with the teachers, and that organizational goals can only be achieved through joint efforts. Empowering leadership behaviors contribute to promoting managerial and organizational effectiveness. However, it was found that some principals unconsciously discriminated in terms of empowering their teaching staff. Additionally, the school principals generally held favorable attitudes towards unions. Considering these findings, it is recommended that school principals avoid holding union membership titles while performing their duties.

Keywords: Empowering leadership, empowerment, teacher empowerment.

About the Article

Received: 03 Feb. 2023

Revised: 13 Jan. 2024

Accepted: 17 Jan. 2024


Article Type:

Research

© 2024 ANI Publishing. All rights reserved.

* This article was derived from the doctoral thesis prepared by the first author, under the supervision of the second author.

**  Corresponding Author, Dr., Ministry of National Education, Türkiye, alperkaragozoglu@gmail.com

***  Prof. Dr., Fırat University, Faculty of Education, Türkiye, mboydak@firat.edu.tr

Introduction

Empowerment is the antidote to organizational weakness but implementing it can be challenging for several reasons. Sharing power involves giving up some control and empowering others, which may be difficult for those who value power. Some may argue that it requires courage, while others regard it as an ethical obligation. However, for a Machiavellian, such behavior may seem irrational. In addition, administrators who have worked vigorously to increase organizational power and climb the corporate ladder may find it difficult to share the spotlight or praise they have earned (Burke, 1986).

Today, organizations face unpredictable opportunities, threats, and uncertainties. As a result, leadership approaches have evolved to adapt to these challenges. Rather than relying on traditional management structures, effective leaders seek to empower their followers to participate in decision-making, take risks, assume responsibility, and identify their own blind spots to continue learning and improving.

Empowerment is a managerial process that involves sharing power with employees who perform well and are trusted by their superiors (Burke, 1986). It serves as a key source of self-efficacy and aims to overcome feelings of powerlessness by breaking down barriers that impede people's power. Empowerment processes require a shift in perception, where individuals who previously felt powerless begin to envision themselves as capable of taking action and making meaningful contributions (Bellous & Pearson, 1995). Empowerment has recently attracted a great amount of attention as a tool to improve organizational effectiveness.

Empowering Leadership

A brief literature review indicates that leadership is a varied and dynamic field. An increasing number of studies have been conducted to explore a number of leadership styles. Empowerment leadership is one such style. Its theoretical foundations originate from Ohio State University leadership studies (Srivastava et al., 2006). Empowering leadership involves specific behaviors such as promoting subordinates' participation, consulting with them, empowering them, and providing support. These characteristics are regarded as essential for effective leadership, according to leadership expert Yukl (1989).

Reinforcing leadership involves a leader's behavior in delegating more autonomy and responsibility to followers, teams, or collectives, (Cheong, 2017; Cunningham et al., 1996; Gao et al., 2011; Vecchio et al., 2021). Empowering leadership, on the other hand, is based on trust, confidence, expectation, and independence (Martin A. M., 2013).

Leaders practicing empowering leadership trust their followers and delegate decision-making authority and freedom of choice to them (Lorinkova et al., 2013). Empowering leadership has a direct effect on team interaction by promoting a sense of psychological empowerment among team members (Cheong, 2017). This leadership style also enhances task efficacy and proactive behaviors (Martin et al., 2013). Subordinates who

work with empowering leaders report high levels of job satisfaction and perceive their leaders as treating them fairly, resulting in high levels of performance (Dwivedi, 1998). Empowering leadership also boosts self-efficacy in individuals, enabling them to better handle the challenges of their jobs and, consequently, perform better (Ahearne et al., 2005).

In their study, Konczak et al. (2000) investigated the dimensions of empowering leadership related to innovation performance, including empowerment, responsibility, self-determination, knowledge sharing, skill development, and coaching.

Delegation of Authority: It refers to the act of delegating power or authority to others in order to increase their intrinsic motivation by giving them greater control over task evaluations and decision-making related to self-determination and autonomy.

Accountability: It emphasizes the importance of leaders being accountable to their subordinates and teams, ensuring that they fulfill their responsibilities. It also suggests the need to restructure performance measurement systems to align with changes in authority and ensure that employees are held accountable for their performance.

Self-Directed Decision Making: This aspect of leadership involves not only making decisions related to plans, goals, and procedures but also proactively identifying problems in business processes and developing strategies to address them.

Information Sharing: It emphasizes sharing information with subordinates in order to make sure that they have the essential resources and knowledge to achieve results of high quality. This both helps the organization achieve its goals and empowers subordinates to develop their skills and abilities.

Skill Development: This aspect of leadership involves a facilitative role. It includes providing appropriate training to develop subordinates' skills and supporting efforts to empower employees.

Coaching for Innovative Performance: It covers planned risk-taking and leadership behaviors in order to promote innovative ideas, provide feedback on performance, and consider errors and obstacles as learning opportunities. To guide subordinates in identifying the source of mistakes and reducing their errors, leaders need to make certain that taking risks is not punished. In addition, leaders must provide appropriate support and resources to enable subordinates to take risks.

Teacher Empowerment

The studies in the literature indicate that the work conditions of teachers are often designed in a way that challenges their sense of competence, achievement, and self-worth, which in turn results in a feeling of powerlessness (Kahraman & Çelik, 2020; Kırıl, 2015; Sprague, 1992; Terry, 2021). The literature further supports the notion that the behavior of school principals has a significant impact on the teachers' morale and motivation.

Empowerment is a dynamic process that involves interaction between leaders and followers (Avidov-Ungar et al., 2014; Honold, 1997). To create an environment that fosters empowerment, it is crucial for principals to model empowerment ideals, encourage all empowerment efforts, and support all steps toward empowerment. According to Terry (2021), successful schools are those where leaders continuously strive to enhance the creativity of teachers. Empowering teachers involves elevating their status, expanding their knowledge, and increasing their participation in decision-making processes (Maeroff, 1988). Teacher empowerment is conceptualized and measured by their ability to control critical decisions about teaching and learning conditions (Sweetland & Hoy, 2000). Factors such as providing decision-making opportunities and encouraging increased responsibilities are central to the process of empowering teachers (Flaherty, 2018).

Empowerment enables teachers to take control of their professional growth and development, which in turn enhances their intrinsic motivation, passion, and autonomy for teaching and improving students' lives (Colbert et al., 2008; Frugo et al., 2016; Keiser and Shen, 2000). Teachers feel empowered when they are given the authority to create their own growth plans, freeing them from unnecessary supervision and unfair judgments (Prawat, 1991).

Short and Rinehart (1992) identify six dimensions of teacher empowerment:

- (1) involving teachers in critical decisions that directly affect their work
- (2) recognizing the teacher's impact on school life
- (3) elevating the teacher's status with professional respect from colleagues
- (4) promoting autonomy and supporting the teacher's beliefs that they can control certain aspects of their work life
- (5) providing professional development opportunities to enhance continuous learning and expand one's skills
- (6) fostering self-efficacy, which is the perception of having the skills and ability to help students learn.

The empowering leader considers the demands of his followers and encourages them to participate more effectively in task activities (Kim & Beehr, 2017). Employees are likely to develop a sense of belonging when they feel heard and provide input into their work environment. With participatory goal setting and collaboration, employees can strengthen their sense of belonging, which is a fundamental component of psychological ownership, and their role in the organization. To be empowering and increase motivation, the leader should help members understand the importance of their role in the team, involve them in the decision-making process, believe that they can achieve high performance, and simplify administrative rules (Park et al., 2017). According to Goyne et al. (1999), the empowering leader creates an environment where teachers are

comfortable, suitable for team unity, and fosters an atmosphere of creativity and risk-taking.

Empowering teachers has been linked to a range of positive outcomes, including increased self-esteem, job satisfaction, organizational commitment, and professional commitment, as well as decreased dysfunctional resistance (Flaherty, 2018; Lee & Nie, 2014). Blase and Blase (1996) argue that leader behaviors such as creating a sense of trust in teachers, developing shared governance structures, being sensitive to teachers' thoughts and emotions, valuing their ideas and opinions, encouraging autonomy, innovation, creativity, and risk-taking, providing rewards and support, and exhibiting personal characteristics such as caring, enthusiasm, optimism, honesty, and friendliness contribute to teacher empowerment.

Teachers' self-efficacy beliefs are important for their job performance, but their sense of empowerment and trust in their school principal also play crucial roles in their ability to handle teaching-related challenges and responsibilities (Çelik & Kahraman, 2021). Therefore, understanding the leadership behaviors empowering school principals may have both theoretical and empirical implications for the field. By identifying effective strategies for forming an empowering environment, this study can provide valuable insights for improving teacher outcomes and school success.

The Purpose of the Study

The aim of this study was to explore Primary School Teachers' perceptions regarding teacher empowerment and empowering leadership. The study sought to address the following research questions:

1. What are the teachers' perceptions of their strengths and weaknesses in relation to their work?
2. How do the school principals' management styles impact the teachers' ability to fulfill their duties and responsibilities?
3. What management approach would be ideal for school principals to empower teachers? What strategies make teachers feel empowered?
4. To what extent do school principals exhibit positive discrimination towards certain individuals while demonstrating empowering leadership behaviors, according to teachers' views?

Method

The study adopted a phenomenology design, a qualitative research method focusing on how people experience and perceive phenomena. Phenomenology derives from the Greek word "phenomenon," which refers to appearances, and it involves exploring the lived experiences of individuals and how they make sense of their world (Holt & Sandberg, 2013). In phenomenological research, the aim is to understand the essence of a

particular phenomenon through the perspectives and experiences of individuals (Christensen et al., 2015; Creswell, 2017c; Ersoy, 2017). The primary data collection method employed in phenomenological research is in-depth interviews with open-ended questions, which allow participants to share their experiences and perspectives in their own words (Christensen et al., 2015).

The Participants

In phenomenological studies, the number of participants may vary from 5 to 25 individuals (Creswell, 2018), although some sources suggest that at least 10 participants are necessary (Ersoy, 2017). Morse (2018) recommends selecting participants until the researcher collects numerous similar examples of the phenomenon, reaching data capacity. In the study, the participants consisted of 13 Primary School Teachers who volunteered to take part in the study, and who worked in different schools in the city center of Elâzığ during the 2020-2021 academic year. The study was completed with a total of 13 participants, as it was deemed sufficient in terms of data collection and data saturation. In qualitative research, the researcher's goal is not to find a general truth but to understand the depth of a subject carefully and meticulously. For this purpose, a non-random and purposive sample is selected (Merriam, 2015). The criterion sampling technique was used to select the participants. In this purposeful sampling method, the researchers intentionally select individuals and places to learn about or understand the main phenomenon (Creswell, 2017b). In criterion sampling, the researcher works with a group of participants who have specific qualities such as persons, objects, events or situations (Büyüköztürk et al., 2010). For this study, three criteria were established for participant inclusion: (1) a minimum requirement of having worked with at least two school principals, (2) having a history of working with the same principal for at least two years in their previous institution, and (3) having experience working in various primary schools. These criteria were established to ensure that the participants had experience with different school leadership behaviors, could compare structures in different schools, and had sufficient time to express their opinions about the school principal in their last institution. Table 1 shows the numerical data of the demographic information of the participants.

Table 1.

The Characteristics of the Participants

Participant	Gender	Educational Status	Work Experience (years)	Number of Principal	Working Time at School	Years Worked with the last Principal	Location of Interview
P1	M	BA	22	7	8	5	Self-Study Center
P2	F	BA	13	7	4	4	Classroom
P3	F	MA	12	8	3	3	Classroom
P4	F	BA	13	6	5	3	Teachers' Room

P5	M	BA	20	6	7	7	Classroom
P6	F	MA	15	3	6	3	Canteen
P7	F	BA	23	9	8	5	Site Social Area
P8	F	BA	22	12	5	3	Principals' Office
P9	F	BA	12	2	7	7	Principals' Office
P10	M	BA	24	4	12	6	Canteen
P11	F	BA	22	6	7	3	House
P12	F	PhD	14	6	3	3	Canteen
P13	F	BA	16	3	10	5	Canteen

Data collection tool

A semi-structured interview form consisting of open-ended questions was developed to collect data. Semi-structured interviews are flexible in nature and focus on the questions or problems that are of interest to the data being collected (Merriam, 2015). The phenomenological interview process is a two-way communication and interaction process between the researcher and the participant (Ersoy, 2017). In order to express their opinions without being limited by the researcher's point of view or previous research findings, the participants were given open-ended questions created by the researchers (Creswell, 2017b). The use of a semi-structured interview form was deemed appropriate as it allowed for the participants' perspectives to not be limited, revealed their differences, and enabled new questions to be asked during the research process.

Validity, Reliability and Ethics

The validity, reliability, and ethics of a study are highly dependent on the researcher's adherence to ethical standards and practices (Merriam, 2015). In this study, several measures were implemented by the researcher to minimize or eliminate any factors that could potentially threaten the validity, reliability, and ethical considerations of the research. These measures are presented in Table 2.

Table 2.

Measures Regarding Validity, Reliability and Ethics

Validity	Internal Validity (Credibility)	Expert Opinion Comprehensible Field Study Participant Confirmation
	External Validity (Transferability)	Description of the data collection tool and process Explaining the data analysis process Detailed description of the participant group Description of sample selection Description of the researchers' role Justification of the research method Purposeful sampling
Reliability	Internal reliability	Audio recording of the data in order to prevent data loss

	Include direct citations
	Appropriate discussion of the data
	Checking the consistency of the data
External reliability	Consensus among data
	Basing findings on data
	Natural generalization
Ethic	Research Approval Research Permission
	Participant consent form Utilization of codes for participants
	Research Approval Research Permission

One commonly used strategy to enhance credibility (internal validity) in qualitative research is using multiple data sources, extended engagement, member checking, and expert review (Creswell, 2017b; Ersoy, 2017). In this study, several steps were taken to minimize threats to validity and enhance credibility. These steps are shown in Table 2. To ensure adequate engagement with the participants, face-to-face interviews were conducted with them, and the time and place were arranged according to their preferences. A draft interview form was evaluated by experts for content validity. The final version of the semi-structured interview form was created after incorporating expert opinions and pilot testing with two primary school teachers to assess the clarity and feasibility of the questions. The pilot data were excluded from the analysis. The final interview questions were then directed at the main participants of the study. The interviews were conducted in appropriate settings (e.g., teacher's room, classroom, school cafeteria, local cafe) at times agreed upon by the participants. All interviews were audio recorded, transcribed, and checked for accuracy. The transcribed data were sent to the participants for member checking to ensure the accuracy and completeness of their responses. The participants confirmed that the transcripts reflected their opinions and experiences without needing any further corrections or additions.

Transferability, which refers to the extent to which the results of a study can be applicable to other contexts or situations, is also an important consideration in qualitative research (Batdı, 2019). The generalization of findings from specific situations to other similar situations is the essence of external validity (Merriam, 2015). To ensure external validity, the research report should contain comprehensive information about the participants and the context of the study (Christensen et al., 2015). However, it is up to the reader to apply the findings of the study to other situations. One way to increase external validity is to carefully select the sample using purposeful sampling methods such as criterion sampling, which was employed in this research to determine the participant group.

To ensure participant support and protect their privacy, the researcher verbally informed the participants about the study and obtained signed consent forms. One way to enhance descriptive validity is by involving multiple researchers in the data collection and interpretation process (Christensen et al., 2015). To maintain descriptive validity, the responses from participants were cross-checked against the themes developed by the researcher and field experts (n=3), ensuring that no response was overlooked. Directly including narratives is another strategy that helps ensure validity in qualitative

research (Christensen et al., 2015). In this study, the direct quotes of participants were included under each theme to provide a more comprehensive understanding of their perspectives. To maintain confidentiality, participants were coded as P1., P2., etc.

Data analysis

The data analysis involved using both content analysis and descriptive analysis methods. Content analysis is a technique used to conceptualize and organize collected data by identifying emerging concepts and determining themes that explain the data (Yıldırım & Şimşek, 2006). Descriptive analysis involves providing detailed descriptions of people and places to convey narratives (Creswell, 2017b).

Findings

Views on Strengths

The participants were asked to share their opinions about their strengths. In this sense, the question, "Can you tell us about your strengths?" was asked to the participants. The responses provided by the participants are shown in Table 3.

Table 3.

Participants' Views on Strengths

Theme	Sub-Theme	Codes	Participants	f
Strengths	Belief and Determination	Realizing goals	P3, P5, P6, P8, P12, P13	6
		Not giving up	P1, P3, P4, P10, P12, P13	6
		Perseverance	P3, P7, P8, P9	4
		Effort	P2, P7, P8	3
		Insisting on insufficient spaces	P2, P10	2
		Standing on your feet	P2	1
		Patience	P11	1
		Not needing support	P4	1
	Progress	Being open to change	P1, P9, P11	3
		Professional development	P1, P9, P10	3
		Awareness of the need for support	P2, P5, P10	3
		Being open to development	P1, P10	2
		Not relying on experience	P10	1
		Positive attitudes towards life	P11	1
Total				37

As shown in Table 3, two sub-themes, "belief and determination" and "progress" emerged within the theme of strengths. The most frequently expressed views by the participants were related to "realizing goals and not giving up", which indicated their motivation and commitment. Participants identified strengths such as "perseverance and effort" to

describe their motivational behaviors. These findings suggest that intrinsic motivation is a significant driving force for the participants. Below are some examples of the participants' opinions regarding their strengths:

P1. I usually don't give up. I develop myself professionally. This is my 22nd year in the profession, but this year, for example, I gave up on the method I used before while explaining a subject. I came across another method and started to apply this method. I realized that I got much easier results. In other words, I realized that it became much easier for the student to understand. In this sense, I consider myself open to change and continuously seeking ways to improve.

P10. My strengths are my life experience, seeking advice from experts in education and social life and reading books. It has been very beneficial for me to learn from the life experiences of others in these fields. When I face a problem on these issues, I think that my strengths are that I do not give up and look for solutions to overcome the problem and address it.

P13. Let me tell you, I do whatever I set my mind to. I can handle problems. As long as I have convinced myself to do it. I can achieve the goal I set. If I want to do it, I will. This is my strongest aspect.

Views on Weaknesses

The participants were asked to share their opinions about their weaknesses by responding to the question, "Can you tell us about your weaknesses?" The responses provided by the participants are summarized in Table 4.

Table 4.

Participants' Views on Weaknesses

Theme	Sub-Theme	Codes	Participants	f
Weaknesses	Excessiveness in emotions	Being too emotional	P2, P6, P8, P12, P13	5
		Experiencing intense emotions	P3, P6, P7	3
		Getting angry quickly	P1, P5	2
		Falling into despair	P11	1
		Extreme mercy	P4	1
	Weakness in actions	Poor communication	P9	1
		Difficulty getting back up	P13	1
		Unknown factors	P10	1
		Not panicking quickly	P11	1
		Inertia	P6	1
Total				17

Table 4 presents two sub-themes, "excessiveness in emotions" and "weakness in actions," within the theme of weaknesses. The participants mainly described their emotional states as their weaknesses, particularly "being too emotional, experiencing intense emotions, and getting angry quickly." Moreover, they expressed difficulties in regaining their self-efficacy and sense of competence when facing challenges, which can lead to a sense of hopelessness and difficulty in moving forward. While the participants seem to be aware of their emotional states, they struggle with managing negative emotions effectively. Several participants also reported issues with anger management. Below are a few examples of the participants' opinions regarding their weaknesses.

P4. My weakness is that I am overly compassionate. Sometimes my excessive compassion can result in negative feedback towards me.

P5. I am extremely angry. It can negatively affect me at times, frankly. Sometimes I cannot control my nerves, but I regret it later. My nerves are killing me. I wish I could be carefree like some people who don't let things bother them. But I can't. I mean, my character tends to worry, and my emotions can be overwhelming, making it difficult to sleep at times.

P6. Occasionally, I struggle with a sense of inertia and being overly emotional, sensitive, and empathetic. When my emotions become too intense, they can turn negative, leading to a lack of motivation and feelings of negativity.

P12. Sometimes I can be very emotional. When I feel bored, I sit and cry. My weakest part is being attached to my family.

The Participants' Views on How School Principals' Management Styles Influence Performance in Fulfilling Duties and Responsibilities.

The participants were asked the question "How do the management styles of school principals reflect on your performance in fulfilling your duties and responsibilities?". Their responses are presented in Table 5.

Table 5.

Participants' Views on the Relationship Between Principals' Managerial Behavior Style and Participants' Performance.

Theme	Sub-Theme	Codes	Participants	f
Behavior	Satisfaction	Increasing Motivation	P1, P2, P3, P4, P8, P9	6
		Work Commitment	P4, P8, P9, P12	4
		Confidence Building	P2, P3, P8	3
		Encouragement	P3, P6, P9	3
		Feeling competent	P3, P6	2
		Altruism	P5, P11	2
		Increase in the Performance	P2	1

	Enhancing the Benefits	P3	1
	Fulfilling Duties Effectively	P3	1
	Recognizing Abilities	P2	1
	Experiencing Autonomy	P6	1
Complaint	Decrease in Motivation	P7, P10, P13	3
	Neglect of Duty	P7	1
Total			29

As shown in Table 5, the participants emphasized the importance of school principals' management styles in terms of "motivation", "work commitment", "confidence building", and "encouragement". They all agreed that the behavior of their managers has a significant impact on their job performance. Some opinions expressed by the participants on this topic are presented below:

P3. I would say the effect of the school principal's management style on the teacher's performance is 100 percent. A positive and well-managed environment created by the school principal leads teachers to feel more competent, come to school willingly, and perform their duties better.

P8. The social and emotional support provided by the leader is important and this increases my motivation at school.

P9. I believe that the support and appreciation I receive from the school principal directly impact my confidence and success at work. The support of the administrators made me more successful. Being appreciated by the school principal or friends makes you more determined. You have more courage to take new steps. They supported me in the past and helped me succeed, giving me confidence that I can succeed again in the future.

Views on Empowering Leadership

The participants were asked the question, "What should be an ideal management approach for school principals to empower teachers? What makes you stronger?" to obtain their views on the empowering leadership behaviors that the school principal should exhibit. The participants' views on the characteristics of an empowering leader are presented in Table 6.

Table 6.

The Participants' Views on Empowering Leadership

Theme	Sub-Theme	Codes	Participants	f
Features	Supportiv ^e	Fairness	P2, P3, P6, P7, P11, P12	6
		Control and assistance through follow-up	P3, P5, P6, P12, P13	5
		Sharing success and failure	P3, P4, P8, P13	4

	Appreciating the work done	P1, P2, P6, P9	4
	Empowering teachers with responsibility	P1, P3, P12	3
	Considering suggestions	P1, P6, P11	3
	Good distribution of duties and	P2, P10, P11	3
	Building team spirit	P4, P8, P9	3
	Mentoring	P4, P10	2
	Reducing parental intervention	P9, P12	2
	Coaching	P4, P13	2
	Offering developmental training	P10	1
	Providing materials	P12	1
	Being open to innovation	P13	1
	Avoiding bureaucratic obstacles	P10	1
	Having problem solving abilities	P4	1
Interaction	Being open to communication	P3, P6, P8, P12	4
	Being open to making decisions together	P1, P3, P11, P12	4
	Speaking in a positive way	P5, P6, P8, P12	4
	Being persuasive	P3, P10, P12	3
	Being democratic	P11, P12	2
Total			59

Two sub-themes, "supportive" and "interaction" were revealed under the supreme theme of "features" based on the participants' opinions. The most commonly expressed opinion under the "supportive" theme was the importance of "fairness." Participants who held this view stated that a school principal's fair treatment would strengthen them. The second most commonly mentioned code was "control and assistance through follow-up." This suggests that participants seek guidance and support to contribute more to the school and their students. The codes listed under both sub-themes generally included the social motivation dimension, one of the extrinsic motivation factors. These codes included appreciating the work done, empowering teachers with responsibility, mentoring, reducing parental intervention, offering developmental training opportunities, being open to communication, and being persuasive. The following excerpts highlight the participants' opinions on this theme:

P1. Being appreciated and hearing positive feedback about our work strengthens our motivation to perform better in the institution we work for.

P3. An ideal management approach for school principals should be open to communication and decision-making together with teachers. The school principals should be persuasive in the exchange of ideas instead of imposing them and they should create a moderate school climate. The principal should give authority and responsibility together and share failure. Control should be for the purpose of support, not just inspection.

P6. It strengthens me when the principal follows and appreciates our work and encourages us to keep doing good work. A correct communication method and a willingness to try new things also strengthen me.

P8. Team spirit is important, that is, being willing to do the work, being more motivated as you succeed. The school principal should be able to establish warm relationships, not just a strong leader-personnel relationship. The school principal should take responsibility for both positive and negative situations. As everyone knows, all exam responsibilities and results are attributed to the teacher. Mathematicians are always guilty; the administrator does not take any responsibility for it.

Participants' Views on the Risk of Discrimination in Empowering Leadership Behaviors

The participants were asked about their opinions on whether their principals engaged in discriminatory behavior with the intention of displaying empowering leadership. The question asked was, "What are your views if school principals discriminate against certain people or make positive discrimination?" The participants' responses are presented in Table 7.

Table 7.

Participants' Views on the Risk of Discrimination in Empowering Leadership Behaviors

Theme	Sub-Theme	Codes	Participants	f
Behavior	Favoritism	Union	P3, P4, P6, P9, P10, P11, P12	7
		Political Opinion	P3, P4, P6, P10, P12	5
		Good Relations	P3, P7, P10, P12	4
		Kinship, Closeness	P4, P9, P12	3
		Benefit	P2, P11	2
		Belief	P6, P10	2
		Woman	P12	1
	Positive discrimination	High work experience	P9, P10, P12	3
		Woman	P9, P12, P13	3
	Empowerment	Fulfilling duty	P1, P5, P8	3
		Low work experience	P4	1
	Disempowerment	Not giving up	P10	1
		Neglect of Duty	P1	1
Total				36

Table 7 showed that the participants' opinions on the risk of discrimination caused by empowering leadership behaviors were categorized into four sub-themes: "favoritism," "positive discrimination," "empowerment," and "disempowerment." Under the favoritism sub-theme, the codes "union, political opinion, and good relations" were the most frequently mentioned, indicating that using unions and political views as tools of favoritism in schools may harm organizational trust. Under the positive discrimination sub-theme, the codes "higher seniority and women" were identified. While positive discrimination towards teachers with higher seniority and female teachers can be perceived as a step towards equality in the organization, it is essential to ensure that it

does not lead to further discrimination or imbalance in the workplace. Some of the participants' opinions on the discriminatory behaviors of school principals in their management style are presented below:

P3. The principal cannot constantly monitor the teacher's performance. He evaluates the teacher based on what he sees and what the teacher says. I have observed that those who have a good relationship with the manager are favored or empowered. Generally, I think that unions and political views are influential in this regard.

P9. They have noticed positive discrimination towards teachers with higher work experience. They received guidance to help them learn new technological skills during this period.

P10. Teachers with high work experience will of course feel powerful when they learn new things when they receive technological information during this period.

The principal treats people differently based on his perception of who works best for him. He behaves differently towards those who share his views, belong to the same union, or have similar political or world views. In general, male teachers have more open communication with principals about this issue. Those who work harder are given more workload.

P12. I have witnessed discrimination in many schools, which seems to be a widespread issue in Turkey. Discrimination can occur based on factors such as family connections, personal relationships, political affiliations, and union membership. Unfortunately, these biases exist. Teachers also notice specific characteristics of their principals and use them to their advantage. During the earthquake and epidemic periods, principals did not assign teachers with higher seniority, as many senior teachers lacked computer literacy, which was necessary during those times. Although some people believe that age makes them better, this is not the case unless they continue to improve themselves. Many teachers with high seniority required assistance in defining courses on the computer during the epidemic period. Additionally, female teachers were not given social responsibility duties during the same time frame, which was discriminatory. Society, in general, is not open to women's visibility in public areas such as earthquake tents and filiation works, which might explain why the principal did not assign female teachers to these tasks. I believe that this issue stems from the patriarchal structure of society.

P13. Due to the low number of female teachers in our school, difficult tasks were not assigned to us during the earthquake and pandemic periods. I did not receive any assignments, as I had gone to my hometown during the earthquake. I think this could be seen as a form of privilege given to me based on my gender.

Results and Discussion

The research period coincided with the Elazığ earthquake and the global COVID-19 pandemic, which led to the extended closure of schools and the adoption of remote education. These circumstances influenced the participants' opinions and experiences, especially in relation to the psychosocial variables examined in the study.

The study focused on examining empowering leadership and teacher empowerment among primary school teachers. The findings revealed that teachers have high levels of personal and professional self-efficacy. The participants' strengths derived from their self-efficacy beliefs include persistence, diligence, openness to change, and improvement. According to Bandura (1997b), individuals with high self-efficacy are more likely to face problems and challenges head-on. The participants' views align with the existing literature on this topic. Mache et al. (2014) found that individuals with a strong sense of self-efficacy are more dedicated to their work. On the other hand, participants who identified their weaknesses reported needing a recovery period after facing setbacks. Bandura (1994) stated that individuals with low self-efficacy experience higher levels of stress and depression in challenging situations, leading to a decline in motivation.

Several studies have investigated the self-efficacy belief levels of teachers. For example, Baloğlu (2020), Elgit (2020), Kartal (2019), and Tschannen-Moran and Hoy (2007) reported high levels of self-efficacy beliefs. On the contrary Uysal and Kösemen (2013) and Derbedek (2008) found medium levels. Moore and Esselman (1992) conducted a study showing that the personal and teaching efficacy of primary school teachers was higher than that of secondary and high school teachers. Overall, the literature suggests that primary school teachers generally perceive their self-efficacy as high or moderate.

Many of the participants reported that the managerial style of their supervisors had a positive impact on their job performance. This finding is consistent with numerous studies in the literature that have found a positive correlation between the quality of the leader-employee relationship and job performance (Cerit, 2012; Conger & Kanungo, 1988; Dođru, 2016; Sun et al., 2012).

The participants reported that their manager's leadership style positively impacted their performance, specifically through trust in the leader, joint decision making, positive communication, and the leader's self-sacrifice. As a result, they became more committed to their work and felt like a part of the solution. This increased awareness of the participants is likely to positively impact their level of organizational commitment. Dađlı and Çalık (2016) found a positive relationship between teacher empowerment, job satisfaction, and this type of awareness.

One of the findings of the present study indicated that the participants perceived fairness as the most significant characteristic of empowering leadership. In this sense, fair management by the school principal plays a crucial role in establishing a trustworthy environment in the organization. McNulty et al. (2021) argued that when organizations

face challenges, employees might act selfishly, and the most vital factor in building cohesive relationships is trust, which serves as a countermeasure.

Several studies have identified various factors that contribute to the empowerment of teachers, such as strengthening autonomy and self-esteem (Bellous and Pearson, 1995), self-confidence, cognitive growth, awareness, and effort (Batuk Turan, 2018), feelings of self-efficacy (Conger and Kanungo, 1988; Kim and Beehr, 2017; Spreitzer, 1996), the development of professional qualifications (Bogler and Nir, 2012; Cerit, 2007), learning (Lorinkova et al., 2013), team interaction, and participatory decision making (Arnold et al., 2000). It was also suggested that teacher empowerment increased organizational commitment, belonging, and accountability (Ertürk and Akgün, 2021; Odek, 2018; Avey et al., 2009; Çalişıcı Çelik and Kiral, 2021).

The findings identified the empowering leadership characteristics as: being in control, showing appreciation, empowering with responsibility, reducing parent pressure, providing mentoring, coaching, being open to innovations, reducing parent intervention, and being fair. These characteristics are similar to those identified by Arnold et al. (2000), who suggested that empowering leadership behaviors include coaching, informing, leading by example, interacting with the team, and involving team members in decision-making. Lin et al. (2017) concluded that the psychological empowerment of organization members has a direct positive effect on the individual and an indirect positive effect on the organizational level.

The study examined the participants' perceptions of school principals' empowerment behavior, which were classified into the categories of "nepotism," "positive discrimination," "empowerment," and "disempowerment." The data collection period coincided with the COVID-19 epidemic and the earthquake in Elazığ, which led participants to express their opinions influenced by these traumatic events. Some participants reported that school principals showed positive discrimination towards female teachers and favored certain teachers during social tasks, such as distributing aid and dealing with disaster victims. It can be inferred that some participants do not understand the empowering leadership style, as they perceive tasks not given as empowerment and label them as nepotism. In a similar vein, Cevahir (2004) found that employees perceive the delegation of empowering leadership behaviors as an increase in their workload. Batuk Turan (2018) argues that in order to apply and manage empowerment correctly, the concept of empowerment must first be understood correctly. Empowerment reflects the interaction between an individual's perceptions and the conditions of the work environment (Doğan & Kılıç, 2007). Studies by Gümüş (2013), Koçak (2016), and Konan and Çelik (2017) suggest that teachers' perceptions of the empowering leadership of school principals differ significantly by gender. However, Bayın (2021) and Gümüş (2013) found no significant difference by gender. Spreitzer et al. (1997) found that women feel less empowered due to their symbolic status. Konan and Çelik (2017) and Mete (2004) suggest that the reason for the difference in favor of male teachers is the male-dominated school principalship, and this situation has been interpreted as gender solidarity.

Participants reported that teachers with higher seniority were generally empowered, which was attributed to the development of computer literacy during the pandemic and the informal technopedagogical support provided by school principals in hardware and software issues, leading to psychological empowerment. As per Han et al. (2021), the increase in senior teachers' technological knowledge and experience of distance education has led to the development of their digital literacy. Turan (2020) also suggested that school principals aimed to support teachers' professional development in technology during the COVID-19 pandemic. These findings suggest that school principals tend to empower teachers with higher seniority. Bellous and Pearson (1995) noted that powerlessness could hinder people from continuing their projects, while Leach et al. (2003) emphasized that empowerment can foster cognitive growth and facilitate awareness through knowledge transfer. Kim and Beehr (2017) found a positive relationship between employees' self-efficacy and psychological ownership behavior with empowering leadership. Additionally, Rodríguez-Sánchez et al. (2021) highlighted the importance of taking into account the wishes and expectations of employees who want to receive in-service training or attend courses.

Recommendations

As a result, it is crucial for school principals to realize that they share a common purpose with their teachers and that the institution can only achieve its goals together with them. Empowering leadership behaviors have been shown to increase managerial and organizational effectiveness. Therefore, while implementing such behaviors, school principals should view leadership and power delegation as a process of sharing responsibility and power rather than losing control. They should also aim to enhance teachers' initiative and autonomy.

The school principal should assign authority and responsibility to teachers based on their individual strengths and provide them with opportunities and encouragement for professional development. This behavior can increase a teacher's performance by boosting their self-efficacy beliefs and enabling them to make a more positive contribution to the organization.

The school principal should also understand that trust, justice, and support are essential elements for strengthening teachers, and that they serve as the primary sources of extrinsic motivation that contribute to organizational resilience. Research findings indicate that rewards are an important source of teachers' extrinsic motivation. However, the current award directive may limit the school principal's ability to offer rewards, as they may be subject to rejection by higher authorities. As such, it may be suggested to amend the legislation to grant the school principal the authority to award such rewards. According to the results, school principals generally hold a positive view towards unions. However, it is recommended that during their duty as school principals, they should not hold membership positions in unions.

References

- Ahearne, M., Mathieu, J., & Rapp, A. (2005). To Empower or Not to Empower Your Sales Force? An Empirical Examination of the Influence of Leadership Empowerment Behavior on Customer Satisfaction and Performance. *Journal of Applied Psychology, 90*(5), 945-955.
- Annarelli, A., & Nonino, F. (2016). Strategic and Operational Management of Organizational Resilience: Current State of Research and Future Directions. *Omega*(62), 1-49. <https://doi.org/10.1016/j.omega.2015.08.004>
- Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: the construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior, 21*, 249-269. [https://doi.org/10.1002/\(SICI\)1099-1379\(200005\)21:3<249::AID-JOB10>3.0.CO;2-%23](https://doi.org/10.1002/(SICI)1099-1379(200005)21:3<249::AID-JOB10>3.0.CO;2-%23)
- Avey, J. B., Avolio, B. J., Crossley, C. D., & Luthans, F. (2009). Psychological ownership: theoretical extensions, measurement and relation to work outcomes. *Journal of Organizational Behavior, 30*(2), 173-191. <https://doi.org/10.1002/job.583>
- Avidov-Ungar, O., Friedman, I., & Olshtain, E. (2014). Empowerment amongst teachers holding leadership positions. *Teachers and Teaching: theory and practice, 20*(6), 704-720. <https://doi.org/10.1080/13540602.2014.885706>
- Baloğlu, C. (2020). *Sınıf Öğretmenlerinin Öz Yeterlilik İnançları ile Örgütsel Yaratıcılık Düzeyleri Arasındaki İlişki (Kütahya Merkez İlçesi Örneği)*. [Yayımlanmamış yüksek lisans tezi]. T.C Aydın Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü.
- Bandura, A. (1997b). *Self-Efficacy The Exercise of Control*. New York: W.H. Freeman and Company.
- Batdı, V. (2019). *Meta-Tematik Analiz Örnek Uygulamalar*. Anı Yayıncılık.
- Batuk Turan, S. (2018). Yapısal Güçlendirme: Bir Ölçek Geliştirme Çalışması. *Journal of Yasar University, 13*(49), 101-111.
- Bayın, M. A. (2021). *Okul Müdürlerinin Güçlendirici Liderlik Düzeyi ile Öğretmenlerin Örgütsel Muhalefeti Arasındaki İlişki*. [Yayımlanmamış yüksek lisans tezi]. T.C. İnönü Üniversitesi Eğitim Bilimleri Enstitüsü.
- Bellous, J. E., & Pearson, A. T. (1995). Empowerment and Teacher Education. *Studies in Philosophy and Education, 14*(1), 49-62.
- Bhamra, R., Dani, S., & Burnard, K. (2011). Resilience: the concept, a literature review and future directions. *International Journal of Production Research, 18*, 5375-5393.
- Blase, J., & Blase, J. (1996). Facilitative School Leadership and Teacher Empowerment: Teacher's Perspectives. *Social Psychology of Education, 1*(2), 117-145.
- Bogler, R., & Nir, A. E. (2012). The importance of teachers' perceived organizational support to job satisfaction What's empowerment got to do with it? *Journal of Educational Administration, 50*(3), 287-306. <https://doi.org/10.1108/09578231211223310>
- Burke, B. W. (1986). Leadership as Empowering Others. I. S. Srivastva içinde, *Executive power* (s. 51-77). San Francisco: Jossey-Bass.

- Cerit, Y. (2012). Lider Üye Etkileşimi İle Öğretmenlerin Performansları Arasındaki İlişki. *Balikesir University The Journal of Social Sciences Institute*, 15(28), 33-46.
- Cevahir, H. (2004). *Güçlendirici Liderlik Davranışları İle Örgütsel Bağlılık ve İş Tatmini Arasındaki İlişki Üzerine Bir Araştırma*. [Yayımlanmamış yüksek lisans tezi]. T.C. Gebze Yüksek Teknoloji Enstitüsü Sosyal Bilimler Enstitüsü.
- Cheong, M. (2017). *Empowering Leadership: A Comprehensive Perspective And Tests With Multiple Methods And Studies*. New York: Binghamton University.
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2015). *Araştırma Yöntemleri Desen ve Analiz*. (A. Aypay, Çev.) Ankara: Anı Yayıncılık.
- Colbert, J. A., Brown, R. S., Choi, S., & Thomas, S. (2008). An Investigation of the Impacts of Teacher-Driven Professional Development on Pedagogy and Student Learning. *Teacher Education Quarterly*, 35(2), 135-154. <https://www.jstor.org/stable/23479228> adresinden alındı
- Conger, J. A., & Kanungo, R. N. (1988). The Empowerment Process: Integrating Theory and Practice. *Academy of Management Review*, 13(3), 471-482.
- Creswell, J. W. (2017b). *Eğitim Araştırmaları Nicel ve Nitel Araştırmanın Planlanması, Yürütülmesi ve Değerlendirilmesi*. (H. Ekşi, Çev.) İstanbul: Edam.
- Creswell, J. W. (2017c). *Nitel Araştırmacılar İçin 30 Temel Beceri*. (H. Özcan, Çev.) Ankara: Anı Yayıncılık.
- Creswell, J. W. (2018). *Beş Nitel Araştırma Yaklaşımı*. (M. Bütün, & S. B. Demir, Çev.) Siyasal Kitabevi.
- Cunningham, I., Hyman, J., & Baldry, C. (1996). Empowerment: the power to do what? *Industrial Relations Journal*, 27(2), 143-154. <https://doi.org/10.1111/j.1468-2338.1996.tb00764.x>
- Çalışıcı Çelik, N., & Kiral, B. (2021). Öğretmen Güçlendirme Stratejileri: Yapılamama Nedenleri ve Çözüm Önerileri. *Journal of Qualitative Research in Education*(29), 179-202. <https://doi.org/10.14689/enad.29.7>
- Dağlı, E., & Çalık, T. (2016). İlköğretim Okullarında Müdürlerin Kullandıkları Etkileme Taktiklerinin Öğretmenlerin Örgütsel Vatandaşlık Davranışları ve Okul Farkındalığı İle İlişkisi. *Kuram ve Uygulamada Eğitim Yönetimi*, 22(1), 29-58. <https://doi.org/10.14527/kuey.2016.002>
- Derbedek, H. (2008). *İlköğretim Okul Müdürlerinin Öğretimsel Liderlik Özelliklerinin Öğretmenlerin Özyeterlikleri Üzerindeki Etkileri*. [Yayımlanmamış yüksek lisans tezi]. Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü.
- Doğan, S., & Kılıç, S. (2007). Örgütsel Bağlılığın Sağlanmasında Personel Güçlendiriminin Yeri ve Önemi. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*(29), 37-61.
- Doğru, Ç. (2016). Güçlendirici Liderlik ve Pozitif Örgütsel Davranış Arasındaki İlişkinin İncelenmesi. *IV. Örgütsel Davranış Kongresi* (s. 659-664). Adana: Çukurova Üniversitesi.
- Dwivedi, R. S. (1998). Empowerment: Theoretical Perspectives and Applications in Indian Organisations. *Indian Journal of Industrial Relations*, 34(2), 164-182.
- Elgit, B. (2020). *Sınıf Öğretmenlerinin Öz Yeterlik İnançları İle Sınıf İçeri Davranışlarının İncelenmesi*. [Yayımlanmamış yüksek lisans tezi]. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü.
- Ersoy, A. F. (2017). Fenomenoloji. A. Saban, & A. Ersoy içinde, *Eğitimde Nitel Araştırma Desenleri* (s. 81-138). Anı Yayıncılık.

- Ersoy, A. F. (2017). Fenomenoloji. A. Saban, & A. Ersoy (Dü) içinde, *Eğitimde Nitel Araştırma Desenleri* (s. 81-138). Anı Yayıncılık.
- Ertürk, R., & Akgün, N. (2021). Öğretmenlerin davranışsal güçlendirilmesi ile örgütsel adanmışlıkları arasındaki ilişki. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 21(4), 1212 - 1229. <https://doi.org/10.17240/aibuefd.2021..-998170>
- Flaherty, A. (2018). Power and Empowerment in Schools. *Contemporary Pedagogies in Teacher Education and Development*, 23. <https://doi.org/10.5772/intechopen.76483>
- Fruigo, J. A., Johnston, A. E., Mccauley, B. J., & Navarro, K. C. (2016). *Leading character: An investigation into the characteristics and effective practices of character education leaders*. University of Missouri-Saint Louis.
- Gao, L., Janssen, O., & Shi, K. (2011). Leader trust and employee voice: The moderating role of empowering leader behaviors. *The Leadership Quarterly*(22), 787-798.
- Goyne, J., Padgett, D., Rowicki, M. A., & Triplitt, T. (1999). The Journey to Teacher Empowerment.
- Gümüş, A. (2013). *İlkokul Yöneticilerinde Güçlendirici Liderlik Davranışları İle Öğretmenlerde Örgütsel Bağlılık İlişkisi: Psikolojik Güçlendirmenin Aracılık Rolü (Ankara İli Örneği)*. [Yayımlanmamış yüksek lisans tezi]. T.C. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.
- Han, F., Demirbilek, N., & Demirtaş, H. (2021). Okul Yöneticisi ve Öğretmenlerin Koronavirüs (COVID-19) Salgını Sürecinde Yürütülen Uzaktan Eğitime İlişkin Görüşleri. *Cumhuriyet Uluslararası Eğitim Dergisi*, 10(3), 1168-1193.
- Holt, R., & Sandberg, J. (2013). Fenomenoloji ve Örgüt Teorisi. H. Tsoukas, & R. Chia içinde, *Felsefe ve Örgüt Teorisi* (İ. Anıl, Çev., s. 215-249). Ankara: Nobel.
- Honold, L. (1997). A review of the literature on employee empowerment. *Empowerment in Organizations*, 5(4), 202-212.
- Kahraman, Ü., & Çelik, O. T. (2020). Öğretmen Güçlendirme Üzerine Yapılan Araştırmalara Yönelik Tematik Bir İnceleme. *AVRASYA Uluslararası Araştırmalar Dergisi*, 8(21), 151 - 177.
- Kartal, M. (2019). *Öğretmenlerin Öz-Yeterlik İnançları İle İşe Yabancılaşmaları Arasındaki İlişki*. [Yayımlanmamış yüksek lisans tezi]. Dumlupınar Üniversitesi Eğitim Bilimleri Enstitüsü.
- Keiser, N. M., & Shen, J. (2000). Principals' and Teachers' Perceptions of Teacher Empowerment. *Journal of Leadership Studies*, 7(3), 115-121. <https://doi.org/10.1177/107179190000700308>
- Kim, M., & Beehr, T. A. (2017). Self-Efficacy and Psychological Ownership Mediate the Effects of Empowering Leadership on Both Good and Bad Employee Behaviors. *Journal of Leadership & Organizational Studies*, 24(4), 466-478.
- Kıral, B. (2015). *Lise Yöneticilerinin Öğretmenleri Güçlendirmesi ve Öğretmenlerin Kayıtsızlık (Sinizm) Davranışı İle İlişkisi*. [Yayımlanmamış doktora tezi]. T.C. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.
- Koçak, S. (2016). *Ortaöğretim Kurumlarındaki Psikolojik Sözleşme Üzerinde Güçlendirici Liderlik Davranışlarının Rolü*. [Yayımlanmamış doktora tezi]. Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü.

- Konan, N., & Çelik, O. T. (2017). Okul Müdürlerinin Güçlendirici Liderliğine İlişkin Öğretmen Algısı. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 322–335. <https://doi.org/10.14686/buefad.274186>
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining And Measuring Empowering Leader Behaviors: Development Of An Upward Feedback Instrument. *Educational and Psychological Measurement*, 60(2), 301-313.
- Leach, D. J., Wall, T. D., & Jackson, P. R. (2003). The effect of empowerment on job knowledge: An empirical test involving operators of complex technology. *Journal of Occupational and Organizational Psychology*, 76, 27–52.
- Lee, A. N., & Nie, Y. (2014). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviours, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, 41, 67-79. <https://doi.org/10.1016/j.tate.2014.03.0>
- Lin, M., Wu, X., & Ling, Q. (2017). Assessing the effectiveness of empowerment on service quality: A multi-level study of Chinese tourism firms. *Tourism Management*, 61, 411-425. <https://doi.org/10.1016/j.tourman.2017.03.001>
- Lorinkova, N. M., Pearsall, M. J., & Jr., H. P. (2013). Examining The Differential Longitudinal Performance Of Directive Versus Empowering Leadership In Teams. *Academy of Management Journal*, 56(2), 573-596.
- Mache, S., Vitzthum, K., Wanke, E., Groneberg, D. A., Klapp, B. F., & Danzer, G. (2014). Exploring the impact of resilience, self-efficacy, optimism and organizational resources on work engagement. *Work*(47), 491-500.
- Maeroff, G. I. (1988). A Blueprint for Empowering Teachers. *Phi Delta Kappan*, 69(71), 472-477.
- Martin, A. M. (2013). *Empowering Leadership Developing Behaviors for Success*. Illinois: American Library Association.
- Martin, S. L., Liao, H., & Campbell, E. M. (2013). Directive Versus Empowering Leadership: A Field Experiment Comparing Impacts On Task Proficiency And Proactivity. *Academy of Management Journal*, 56(5), 1372–1395.
- McNulty, E. J., Hertelendy, A., & Gogalniceanu, P. (2021, 11 10). *Afet ve Kriz Dönemlerinde Uzaktan Çalışan Bir Ekibi Yönetmek*. <https://hburturkiye.com/>: <https://hburturkiye.com/blog/afet-ve-kriz-donemlerinde-uzaktan-calisan-bir-ekibi-yonetmek> adresinden alındı
- Merriam, S. B. (2015). *Nitel Araştırma Desen ve Uygulama İçin Bir Rehber*. (S. Turan, Çev.) Ankara: Nobel Akademik Yayıncılık.
- Mete, A. (2004). İlköğretim Okullarında Öğretmenlerin Güçlendirilmesi. *XIII Ulusal Eğitim Bilimleri Kurultayı*. Malatya: İnönü Üniversitesi Eğitim Fakültesi.
- Miles, M. B., & Huberman, A. M. (2016). *Nitel Veri Analizi*. (S. Akbaba Altun, & A. Ersoy, Çev.) Ankara: Pegem Akademi.
- Moore, W. P., & Esselman, M. E. (1992). *Teacher Efficacy, Empowerment, and a Focused Instructional Climate: Does Student Achievement Benefit?*
- Morse, J. (2018). Reframing Rigor in Qualitative Inquiry. N. K. Denzin, & Y. S. Lincoln içinde, *The SAGE Handbook of Qualitative Research* (s. 1373-1409). SAGE Publications.

- Odek, S. N. (2018). Transformational Leadership and Organizational Citizenship Behavior, Kenya. *American Journal of Educational Research*, 6(6), 845-857. <https://doi.org/10.12691/education-6-6-39>
- Park, J. G., Kim, J. S., Yoon, S. W., & Joo, B.-K. (2017). The effects of empowering leadership on psychological well-being and job engagement The mediating role of psychological capital. *Leadership & Organization Development Journal*, 38(3), 350-367. <https://doi.org/10.1108/LODJ-08-2015-0182>
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods*. SAGE Publications.
- Prawat, R. S. (1991). Conversations With Self and Settings: A Framework for Thinking About Teacher Empowerment. *American Educational Research Journal*, 28(4), 737-757. <https://doi.org/10.3102/00028312028004737>
- Rodríguez-Sánchez, A., Guinot, J., Chiva, R., & López-Cabrales, Á. (2021). How to emerge stronger: Antecedents and consequences of organizational resilience. *Journal of Management & Organization*, 442-459. <https://doi.org/10.1017/jmo.2019.5>
- Saban, A. (2008). Okula ilişkin Metaforlar. *Kuram ve Uygulamada Eğitim Yönetimi*(55), 459-496.
- Short, P. M., & Rinehart, J. S. (1992). School Participant Empowerment Scale: Assessment Of Level Of Empowerment Within The School Environment. *Educational and Psychological Measurement*, 52(4), 951-960. <https://doi.org/10.1177/0013164492052004018>
- Sprague, J. (1992). Critical perspectives on teacher empowerment. *Communication Education*, 41(2), 181-203. <https://doi.org/10.1080/03634529209378879>
- Spreitzer, G. M. (1996). Social Structural Characteristics Of Psychological Empowerment. *Academy of Management Journal*, 39(2), 483-504.
- Spreitzer, G. M., Kizilos, M. A., & Nason, S. W. (1997). A Dimensional Analysis of the Relationship between Psychological Empowerment and Effectiveness, Satisfaction, and Strain. *Journal of Management*, 679-704. [https://doi.org/10.1016/s0149-2063\(97\)90021-0](https://doi.org/10.1016/s0149-2063(97)90021-0)
- Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering Leadership In Management Teams: Effects On Knowledge Sharing, Efficacy, And Performance. *Academy of Management Journal*, 49(6), 1239-1251.
- Sun, L.-Y., Zhang, Z., J. Q., & Chen, Z. X. (2012). Empowerment and creativity: A cross-level investigation. *The Leadership Quarterly*, 23(1), 55-65. <https://doi.org/10.1016/j.leaqua.2011.11.005>
- Sweetland, S. R., & Hoy, W. K. (2000). School Characteristics and Educational Outcomes: Toward an Organizational Model of Student Achievement in Middle Schools. *Educational Administration Quarterly*, 36(5), 703-729.
- Şıkoğlu, E., & İnce Güney, Y. (2020). 24 Ocak 2020 Sivrice (Elazığ) Depremi'nin Kent Merkezindeki Yansımaları Üzerine Coğrafi Bir Değerlendirme. *Dirençlilik Dergisi*, 4(2), 275-292. <https://doi.org/10.32569/resilience.779242>
- Tarrant, M. (2010). The organisation: Risk, resilience and governance. *The Australian Journal of Emergency Management*, 25(2), 13-17.
- T.C. İÇİŞLERİ BAKANLIĞI. (2022, 01 10). Afet ve Acil Durum Yönetimi Başkanlığı Deprem Dairesi Başkanlığı: <https://deprem.afad.gov.tr/tarihteBuAy?id=79> adresinden alındı

- Terry, P. M. (2021, 06 08). *Empowering Teachers As Leaders*. [http://www.nationalforum.com/:
http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf](http://www.nationalforum.com/:http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf) adresinden alındı
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944–956. <https://doi.org/10.1016/j.tate.2006.05.003>
- Turan, S. (2020). COVID-19 Sürecinde Okul Müdürlerinin Teknolojik Liderliği. *Milli Eğitim Dergisi*, 49(1), 175-199. <https://doi.org/10.37669/milliegitim.788133>
- Uysal, İ., & Kösemen, S. (2013). Öğretmen Adaylarının Genel Öz-Yeterlik İnançlarının İncelenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi*, 2(2), 217-226.
- Vecchio, R. P., Justin, J. E., & Pearce, C. L. (2021). Empowering leadership: An examination of mediating mechanisms within a hierarchical structure. *The Leadership Quarterly*, 21(3), 530-542. <https://doi.org/10.1016/j.leaqua.2010.03.014>
- Yıldırım, A., & Şimşek, H. (2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınevi.
- Yukl, G. (1989). Managerial Leadership: A Review of Theory and Research. *Journal of Management*, 15(2), 51-289.

Genişletilmiş Türkçe Özet

Çalışmanın Amacı: Bu araştırmanın amacı, sınıf öğretmenlerinin, kendilerine ait güç algıları, öğretmen güçlendirme ve güçlendirici liderliğe ilişkin görüşlerini incelemektir.

Araştırma Soruları: Araştırmanın amacı doğrultusunda katılımcılara:

1. Güçlü ve zayıf yönlerinize ilişkin görüşleriniz nelerdir?
2. Okul müdürlerinin yönetim tarzlarının, görev ve sorumluluklarını gerçekleştirmedeki performanslarına yansımaları ne şekildedir?
3. Okul müdürlerinin öğretmenleri güçlendirmeleri için ideal bir yönetim anlayışı nasıl olmalıdır? Sizi ne güçlendirir?
4. Okul müdürlerinin güçlendirici liderlik davranışlarını gösterirken belirli kişilere pozitif ayrımcılık yaptığı söyleniyor. Bu konuda ne düşünüyorsunuz? soruları yöneltilmiştir.

Literatür Araştırması: Günümüzde örgütlerin karşılaşacağı fırsatlar, tehditler ve belirsizlikler öngörülemez bir hâl almıştır. Bu durumla birlikte liderlik yaklaşımları da değişmiştir. Geleneksel yönetim yapıları yerine liderin gücünü paylaşacağı, karara katılıp risk ve sorumluluk almasını sağlayacağı, kendi kör noktalarını görece ve bunları öğrenebileceği güçlendirilmiş takipçilere ihtiyacı olduğu görülmektedir. Güçlendirme, güç sahibi tarafından işi doğru yapan işgörenle gücü paylaşmayı esas alan yönetsel bir süreçtir (Burke, 1986). Özyeterliliği besleyen önemli bir kaynaktır. Güçsüzlüğün etkilerine karşı koymayı amaçlar, insanların gücüne ket vuran engelleri kaldırmaya yöneliktir. Güçlendirme süreçlerinde olması gereken, daha önce güçsüz olan bireylerin kendilerini bir şeyler söyleyebilen ve yapabilen insanlar olarak hayal etmeye başladıkları bir algı değişikliği meydana getirmesidir (Bellous ve Pearson, 1995). Son zamanlarda örgütsel etkililiği sağlamada bir araç olarak güçlendirmenin gerekliliği vurgulanmaktadır. Güçlendirici liderliğin kuramsal izleri ilk olarak Ohio State Üniversitesi liderlik çalışmalarında görülmektedir (Srivastava ve diğerleri, 2006). Güçlendirici liderlik, etkili yöneticilerin liderlik tarzı özelliklerinde astların katılımını sağlama, astlara danışma, astların yetkilendirilmesi ve astlara destek verme ayırt edici davranışlar olarak ifade edilmektedir (Yukl, 1989). Güçlendirici liderlik; belirli bir lider davranışı yoluyla liderin takipçilere, ekiplere veya kolektiflere daha fazla özerklik ve sorumluluk tahsis ettiği lider davranışı olarak tanımlanabilir (Cheong, 2017; Cunningham ve diğerleri, 1996; Gao ve diğerleri, 2011; Vecchio ve diğerleri, 2021). Güçlendirici liderlik; güven, inanç, beklenti ve bağımsızlık bileşenlerinin üzerine bina edilmiştir (Martin A. M., 2013). Güçlendirici liderlik, liderlerin yüksek seviyede takdir etme ve karar verme yetkisinin takipçilerinin eline geçmesine izin vererek onlara daha fazla güvenmelerini gerektirir (Lorinkova ve diğerleri, 2013). Güçlendirici liderliğin takım etkileşimi üzerindeki en doğrudan etkisi, bir takımda psikolojik güçlenme hissi ile kendini gösterir (Cheong, 2017). Güçlendirici liderlik, görev yeterliliğini ve proaktif davranışları artırmaktadır (Martin ve diğerleri, 2013). Araştırmalar, öğretmenlerin çalıştığı koşulların genellikle öğretmenleri yeterlik, başarı ve öz değer duygusundan yoksun bırakacak şekilde

kurgulandığını ve bunun sonucunda da öğretmenlere güçsüzlük duygusu yaşattığını öne sürmektedir (Kahraman ve Çelik, 2020; Kıral, 2015; Sprague, 1992; Terry, 2021). Alan yazında okul müdürünün sergilediği davranışların öğretmenin üzerinde etkisi olduğuna dair kanıtlar sunulmaktadır. Öğretmen güçlendirme etkileşimli bir süreçtir (Avidov-Ungar ve diğerleri, 2014; Honold, 1997). Bir müdürün güçlendirmeye elverişli bir ortam yaratması, güçlendirme ideallerini göstermesi, güçlendirmeye yönelik tüm çabaları teşvik etmesi ve tüm güçlendirme adımlarını desteklemesi esastır. Terry (2021) başarılı okulları; liderlerin öğretmenlerin yaratıcı enerjisini sürekli iyileştirmeye çalıştığı okullar olduğunu ifade etmektedir. Öğretmenlerin güçlendirilmesi, statülerini, bilgilerini ve karar verme süreçlerine erişimlerini geliştirmeyi içerir (Maeroff, 1988). Güçlendirme, öğretmenlerin öğretme ve öğrenme koşullarıyla ilgili kritik kararları kontrol etme gücü açısından tanımlanır ve ölçülür (Sweetland ve Hoy, 2000). Karar verme fırsatlarının sağlanması ve artan sorumlulukların teşvik edilmesi, öğretmenin güçlendirilmesi süreçlerinin kavramsallaştırılmasına hâkim olan faktörlerdir (Flaherty, 2018). Güçlendirilmiş öğretmen gereksiz denetimlerden, haksız yargılamalardan kurtulmuş "özgür" öğretmendir (Prawat, 1991). Öğretmenlere kendi profesyonel büyüme planlarını oluşturma yetkisi verildiğinde, içsel motivasyonunun ortaya çıktığı, öğretme ve öğrencilerinin yaşamlarını iyileştirme tutkularının ve özerkliğinin büyük ölçüde arttığı görülmektedir (Colbert ve diğerleri, 2008; Frugo ve diğerleri, 2016; Keiser ve Shen, 2000).

Yöntem: Bu araştırmada, nitel araştırma yöntemlerinden olgubilim (fenomenoloji) deseni benimsenmiştir. Araştırmanın katılımcı grubunu, 2020-2021 eğitim-öğretim yılında Elâzığ il merkezinde farklı okullarda görev yapan gönüllü 13 sınıf öğretmeni oluşturmaktadır. Katılımcı grubu belirlenirken amaçlı örnekleme yöntemlerinden ölçüt örnekleme tekniği kullanılmıştır. Bu kapsamda araştırmaya dâhil edilecek katılımcılar için üç ölçüt belirlenmiştir. Bu ölçütlerden birincisi en az iki okul müdürü ile çalışmış olması, son çalışmış olduğu kurumda müdürü ile en az iki yıl çalışmış olması ve farklı okullarda görev yapmış olmasıdır. Bu ölçütlerin belirlenmesindeki amaç, katılımcıların farklı okul müdürlerinin liderlik davranışlarına ilişkin algıya sahip olması, farklı okullardaki yapıları karşılaştırabilmesi ve son çalıştığı kurumda okul müdürü hakkında görüş bildirecek süre geçirmiş olmasıdır.

Sonuç ve Tartışma: Araştırma sonuçları, öğretmenlerin kişisel ve mesleki öz yeterliklerinin yüksek düzeyde olduğunu göstermiştir. Katılımcıların yüksek öz yeterlik inançlarından kaynaklanan güçlü yönleri pes etmeme, gayretli olma, değişime açık olma, gelişmeye açık değildir. Bandura (1997b) öz yeterliği yüksek olan kişinin sorunlarla karşılaştığında mücadele etme olasılığının yüksek olacağını göstermektedir. Katılımcıların çoğu, müdürlerinin yönetsel tarzının görevlerini gerçekleştirme sürecinde performanslarını olumlu yönde etkilediğini ifade etmiştir. Literatürde birçok çalışmada lider-işgören arasındaki ilişkinin niteliği ile performans arasında olumlu ilişki bulunmuştur (Cerit, 2012; Conger ve Kanungo, 1988; Doğru, 2016; Sun ve diğerleri, 2012). Katılımcılar lidere güvenin, ortak karar almanın, olumlu iletişimin ve liderin gösterdiği özverinin kendilerini daha da güçlendirdiğini, bunun sonucunda işlerine daha sıkı sarıldıklarını, çözümün bir parçası olduklarını belirtmişlerdir. Katılımcılarda oluşan bu farkındalığın

örgütsel bağlılık düzeyini pozitif yönde artıracak ifade edilebilir. Dağlı ve Çalık (2016) bu farkındalığın öğretmen güçlendirme ve iş doyumunu düzeyleri arasında pozitif ilişkisinin olduğu sonucuna ulaşmıştır. Araştırma sonuçlarından biri de okul müdürünün adil ve güvenilir olmasının güçlendirici liderliğin en önemli özelliklerinden olduğunu göstermektedir. Okulun adaletle yönetilmesinin kurumda güven ortamının oluşmasına önemli bir katkı sağlayacağı sonucuna ulaşılmıştır. Bulguların ortaya çıkardığı güçlendirici lider özellikleri; kontrol amaçlı takip etme, takdir etme, sorumlulukla beraber yetki verme, mentörlük yapma, koçluk yapma, yeniliklere açık olma, veli müdahalesini azaltma ve adil olma şeklinde ifade edilmiştir. Arnold ve diğerleri (2000) bu bulgulara benzer olarak güçlendirici liderlik davranışlarının koçluk, bilgilendirme, örnek olarak öncülük etme, ekip ile etkileşim, katılımcı karar verme olduğunu belirtmiştir. Katılımcılara okul müdürünün kimleri güçlendirdiği sorusu yöneltilmiştir. Katılımcılar okul müdürlerinin güçlendirme davranışını "Kayırmacılık", "Pozitif ayrımcılık", "Güçlendirme", "Güçsüzleştirme" kategorilerinde anlamlandırmıştır. Verilerin toplandığı dönemin COVID-19 salgınına ve Elâzığ ilinde yaşanan deprem sonrasına denk gelmesi, katılımcı görüşlerinin bu travmatik dönemlerin olgusunu aksettirmesine yol açmıştır. Deprem ve COVID-19 salgını döneminde öğretmenlere verilen sosyal görevlerde (yardım dağıtma, AFAD çalışma ekiplerinde yer alma, afetzedelerle ilgilenme gibi) katılımcılardan bazıları okul müdürlerinin kadın öğretmenlere pozitif ayrımcılık; bazıları da kayırmacı tutum ve davranışlar gösterdiğini belirtmişlerdir. Katılımcılardan bazılarının verilmeyen bir görevi, güçlendirme olarak algılamasının ve bunu kayırmacılık olarak düşünmesinin güçlendirici liderliğin yönetim ve liderlik tarzının anlaşılmadığının bir kanıtı olduğu söylenebilir. Cevahir (2004) araştırmasında buna benzer olarak güçlendirici liderlik davranışlarından yetki devrini, işgörenlerin iş yükünü artırma olarak algıladıkları sonucuna ulaşmıştır. Katılımcılar genel olarak kıdemi yüksek öğretmenlerin güçlendirildiğini ifade etmişlerdir. Bu durumun salgın döneminde bilgisayar okuryazarlığının gelişmesinden, okul müdürlerinin donanım ve yazılım konularında sağladığı formal olmayan teknopedagojik destekten ve psikolojik güçlendirmeden kaynaklandığını ifade etmektedir. Kıdemli öğretmenlerin teknolojik bilgilerinin artması ve uzaktan eğitimi deneyimlemesi dijital okuryazarlıklarının gelişmesini sağlamıştır (Han ve diğerleri, 2021). Turan (2020) COVID-19 salgını döneminde okul müdürlerinin öğretmenlerin teknoloji konusunda mesleki gelişimlerini desteklemeyi amaçladıkları sonucuna ulaşmıştır. Bu sonuçlar okul müdürlerinin kıdemi yüksek öğretmenleri güçlendirdiği sonucunu ortaya koymaktadır.

Ethics Committee Approval: This research was approved by the Fırat University Social and Human Sciences Research Ethics Committee with the decision dated 07.07.2020 and numbered 13/7.

Informed Consent: Informed consent was obtained from the participants.

Peer Review: Externally peer-reviewed

Conflict of Interest: There is no conflict of interest declared by the authors.

Financial Disclosure: The authors declared that this research received no financial support.

Authors	Contact
Ahmet Alper Karagözođlu	Ministry of National Education, Türkiye, E-mail: alperkaragozoglu@gmail.com
Mukadder Boydak Özan	Firat University, Faculty of Education, Türkiye, E-mail: mboydak@firat.edu.tr