





Leading Education to Better Outcomes: Organizational Development Through Empowering Leadership

Güçlendirici Liderliğin Örgütsel Gelişime Etkisi: Eğitim Çıktılarının İyileştirilmesi

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Geliş tarihi - Received: 9 October 2024
Kabul tarihi - Accepted: 9 February 2025
Yayın tarihi - Published: 28 April 2025



Abstract. The concepts of empowering leadership and organisational development are inherently linked, playing a pivotal role in cultivating a dynamic and innovative organisational culture. Empowering leadership is typified by behaviours that enhance employee autonomy, participation in decision-making and personal development, which collectively contribute to a more engaged workforce. This leadership style has been demonstrated to exert a positive influence on various organisational outcomes, including innovation, commitment to change and overall employee performance. The objective of this study is to examine the impact of teachers' perceptions of empowering leadership on the extent of organizational development. The study sample comprises teachers employed at primary and secondary educational institutions in Rize province that are affiliated with the Ministry of National Education. In accordance with the requirements of the study, a simple random sampling method was employed, leading to the participation of 228 teachers. The data were collected using the Empowering Leadership Scale and the Organizational Development Level Determination Scale. The data were analyzed using a T-test, one-way analysis of variance (ANOVA) and simple linear regression analysis. The findings indicate that perceptions of empowering leadership vary according to gender and the duration of employment with the current school administrator. Additionally, teachers' perceptions of organizational development differed according to gender and the type of school they worked in. It was concluded that teachers' perceptions of empowering leadership were highly related to their perceptions of organizational development and that empowering leadership was an important predictor of organizational development. The findings suggest that adopting an empowering leadership approach can increase the development levels of schools. The professional development of school leaders in empowering leadership can be provided to enhance their effectiveness in driving change. It is of great importance to utilize empowering leadership practices to achieve organizational goals, promote development and improve teaching performance.

Keywords: Organizational development, Empowering leadership, Leadership, Teacher.

Öz. Güçlendirici liderlik ve örgütsel gelişim kavramları, dinamik ve yenilikçi bir kurumsal kültürün geliştirilmesinde önemli bir rol oynayarak birbirleriyle doğal olarak bağlantılıdır. Güçlendirici liderlik, çalışanların özerkliğini, karar alma sürecine katılımını ve profesyonel gelişimini artıran ve kümülatif olarak bir işgücüne katkıda bulunan davranışlarla tanımlanır. Güçlendirici liderlik tarzının yenilikçilik, değişime bağlılık ve çalışan performansı dahil olmak üzere çeşitli kurumsal sonuçlar üzerinde olumlu bir etkisi olduğuna değinilmektedir. Araştırmanın amacı öğretmenlerin güçlendirici liderlik algılarının örgütsel gelişmişlik düzeyine etkisini incelenmektir. Araştırmanın evrenini Rize ilinde Milli Eğitim Bakanlığına bağlı kurumlarda görev yapan ilkökul ve ortaokul öğretmenleri oluşturmaktadır. Çalışmada basit tesadüfi örnekleme yöntemi kullanılmış olup 228 öğretmen araştırmaya katılmıştır. Araştırmanın verileri “Güçlendirici Liderlik Ölçeği” ve “Örgütsel Gelişim Düzeyi Belirleme Ölçeği” kullanılarak toplanmıştır. Elde edilen verilerin analizinde t testi, tekyönlü varyans analizi (ANOVA) ve basit doğrusal regresyon analizi kullanılmıştır. Bulgular incelendiğinde güçlendirici liderlik algısının cinsiyete ve mevcut okul yöneticisiyle birlikte çalışma süresine göre farklılaştığı görülmektedir. Ayrıca öğretmenlerin örgütsel gelişime yönelik algılarının cinsiyete ve çalışılan okul türüne göre farklılaştığı bulgusuna da ulaşılmıştır. Öğretmenlerin güçlendirici liderlik algılarının örgütsel gelişim algıları ile yüksek düzeyde ilişkili olduğu ve güçlendirici liderliğin örgütsel gelişimin önemli bir yordayıcısı olduğu sonucuna ulaşılmıştır. Elde edilen bulgular, güçlendirici liderlik yaklaşımını benimsemenin okulların gelişim düzeylerini artırabileceğini göstermektedir. Değişimin yönlendirilmesindeki etkiyi artırmak için

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ise okul liderlerinin güçlendirici liderlik konusunda profesyonel gelişimleri sağlanabilir. Kurumsal hedeflere ulaşmak, gelişimi teşvik etmek ve öğretim performansını artırmak için güçlendirici liderlik uygulamalarının kullanılması önemlidir.

Anahtar Kelimeler: Örgütsel gelişim, Güçlendirici liderlik, Liderlik, Öğretmen.



Genişletilmiş Özet

Giriş. Liderler, çalışanların motivasyonunu ve performansını artırmak için yönlendirici bir rol üstlenmeli ve onların gelişimine destek olmalıdır. Bu destek, çalışanların işlerinde daha başarılı olmalarına ve özgüvenlerinin artmasına yardımcı olabilir. Güçlendirici liderlik, bireylerin kendilerine olan güvenlerini artırarak, organizasyonel bağlılıklarını ve performanslarını yükselttiği ifade edilmektedir. Bu bağlamda, liderler, çalışanların katılımını teşvik eden, açık iletişimi destekleyen ve öğrenme fırsatlarını artıran bir ortam oluşturulmalıdır. Güçlendirici liderlik, liderlerin çalışanlarına özgüven, sorumluluk, özerklik ve özendirme sağlamak için kullandığı bir liderlik yaklaşımıdır. Bu liderlik yaklaşımı, çalışanların motivasyonunu arttırmak, yaratıcılıklarını teşvik etmek ve özgüvenlerini arttırmak için kullanılan bir yöntemdir.

Örgütsel gelişim, örgütün tüm yönlerini geliştirerek ve değiştirerek örgütün gelişmesine yardımcı olan bir süreçtir (Ballaro vd., 2020, s. 46). Örgütsel gelişim, bir örgütün kültürü ve liderliğine odaklanarak planlı bir değişim süreci geçirmesi olarak tanımlanabilir. Eğitim kurumlarında etkili liderlik, öğrencilerin başarısını ve öğretmenlerin motivasyonunu arttırırken, örgütsel gelişmişlik düzeylerini de yükseltmektedir. Örgütsel gelişim, bir kurumun kültürünün ve liderlik yapılarının kasıtlı ve stratejik olarak değiştirilmesi olarak tanımlanabilir. Eğitim kurumlarında etkili liderlik stratejilerinin uygulanmasının öğrenci başarısını ve öğretmen motivasyonunu artırdığı ve aynı zamanda örgütsel gelişimi kolaylaştırdığı ifade edilebilir. Buna ek olarak, Kazlauskaitė vd. (2011) güçlendirmenin, çalışanların tutum ve davranışlarını olumlu yönde etkileyen hayati bir insan kaynakları yönetimi uygulaması olarak hizmet ettiğini ve güçlendirmeyi gelişmiş örgütsel sonuçlarla daha da ilişkilendirdiğini belirtmektedir.

Yöntem. Araştırma, öğretmenlerin örgütsel gelişmişlik algıları ile yöneticilere ilişkin güçlendirici liderlik algıları arasındaki ilişkinin belirlenmesi amacıyla yürütülmüştür. Araştırmada nicel araştırma yöntemlerinden iki değişken arasındaki ilişkiyi incelemek ve neden-sonuç ile ilgili ipuçları elde etmek amacıyla ilişkisel (korelasyonel) araştırma deseninden faydalanılmıştır. Araştırmanın örneklemini basit tesadüfi örnekleme yöntemi ile belirlenen ve 2022-2023 eğitim-öğretim yılında Rize ilinde görev yapan 228 öğretmen oluşturmaktadır. Verilerin toplanmasında Konczak vd. (2000) tarafından geliştirilen, Konan ve Çelik (2018) tarafından eğitim örgütleri için Türkçeye uyarlaması yapılan "Güçlendirici Liderlik Ölçeği" ile Çetin ve Karaokur Akdağ (2022) tarafından geliştirilen "Örgütsel Gelişim Düzeyi Belirleme Ölçeği" kullanılmıştır. Çalışmada veri analizinden önce varsayım testleri yapılmış, bağımsız örneklemler için t-testi, tek yönlü varyans analizi ve korelasyon analizi gerçekleştirilmiştir.

Bulgular. Bulgular, güçlendirici liderlik algısının cinsiyete ve mevcut okul yöneticisiyle birlikte çalışma süresine göre erkek öğretmenler lehine farklılaştığını göstermektedir. Ayrıca öğretmenlerin örgütsel gelişime yönelik algılarının cinsiyete ve çalışılan okul türüne göre farklılaştığı bulgusuna da ulaşılmıştır. Bulgular incelendiğinde erkek öğretmenlerin örgütsel gelişmişlik algılarının daha yüksek olduğu görülmektedir. Diğer yandan öğretmenlerin örgütsel gelişmişlik düzeyi algılarının ve okul müdürlerinin güçlendirici liderliğine ilişkin algılarının eğitim durumlarına göre anlamlı farklılık göstermediği sonucuna ulaşılmıştır. Ayrıca, öğretmenlerin örgütsel gelişmişlik algılarının ve okul yöneticilerinin güçlendirici liderlik davranışlarına ilişkin algılarının mesleki kıdeme göre anlamlı farklılık göstermediği görülmektedir. Çalışılan okul türü değişkeni incelendiğinde ise öğretmenlerin okul yöneticilerinin güçlendirici liderlik davranışlarına ilişkin algılarının anlamlı farklılık göstermediği sonucuna ulaşılmıştır.



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Diğer yandan öğretmenlerin çalışılan okul türü değişkenine göre örgütsel gelişmişlik algıları incelendiğinde ise ilkokul öğretmenlerinin çalıştığı kuruma yönelik örgütsel gelişmişlik algılarının, lise öğretmenlerinden; ortaokul öğretmenlerinin çalıştığı kuruma yönelik örgütsel gelişmişlik algılarının ise lise öğretmenlerinden daha yüksek olduğu tespit edilmiştir. İlkokul öğretmenlerinin çalıştığı kuruma yönelik örgütsel gelişmişlik algılarının da ortaokul öğretmenlerinin çalıştığı kuruma yönelik örgütsel gelişmişlik algılarından daha yüksek olduğu tespit edilmiştir. Öğretmenlerin güçlendirici liderlik algılarının örgütsel gelişim algıları ile yüksek düzeyde ilişkili olduğu ve güçlendirici liderliğin örgütsel gelişimin önemli bir yordayıcısı olduğu sonucuna ulaşılmıştır.

Tartışma, Sonuç ve Öneriler. Araştırma, örgütsel gelişim ile güçlendirici liderlik stratejilerinin uygulanması arasında güçlü bir pozitif korelasyon olduğunu göstermektedir. Güçlendirici liderliğin, çalışanlar arasında örgütsel gelişim için önem taşıyan bir katılım ve bağlılık kültürü geliştirdiği vurgulanmaktadır. Jung vd. (2020), çalışanları karar alma süreçlerine dahil etme ve çalışanlara koçluk desteği gibi güçlendirici liderlik davranışlarının, çalışanların örgütsel değişime bağlılığı üzerinde de faydalı bir etkisi olduğunu belirtmektedir. Bu bağlılık, çalışanları değişim girişimlerine aktif olarak katılmaya ve bu girişimleri desteklemeye yönlendirdiğinden, başarılı bir örgütsel gelişim için oldukça önemlidir. Çalışma güçlendirici liderliğin, örgütün gelişimi için işgücünü teşvik ettiğini de vurgulamaktadır.

Araştırma, güçlendirici liderlik yaklaşımının okul performansını, motivasyonu ve öğretmen bağlılığını artırabileceğini göstermektedir. Ayrıca, örgütsel gelişim ve güçlendirici liderlik arasındaki güçlü ilişki, liderlik uygulamaları ile örgüt kültürü ve çalışma ortamı arasındaki faydalı etkileşimi de öne çıkarmaktadır. Ayrıca, Kim vd. (2018) tarafından yürütülen araştırmada güçlendirici liderliğin çalışan performansı ve örgütsel vatandaşlık davranışları da dahil olmak üzere çeşitli örgütsel çıktılar üzerindeki olumlu etkileri doğrulanmaktadır. Araştırmada, güçlendirici liderliğin çalışanlar arasında içsel motivasyonu ve bağlılığı teşvik ettiğini ve bu durumun kuruluşlarda sürekli iyileştirme ve gelişim kültürünü teşvik etmek için önemli olduğu vurgulanmaktadır.

Güçlendirici liderlik yaklaşımını benimseyen liderler, çalışanları değişim sürecine dahil ederek değişim girişimlerini daha iyi yönetebilir, bağlılıklarını artırabilir ve direnci azaltabilir. Eğitim kurumları, değişimi yönetimini başarı bir şekilde sürdürmek için liderlerini güçlendirici liderlik stratejileri konusunda bilgilendirebilirler. Buna ek olarak, kurumsal hedeflere ulaşmak ve gelişimi teşvik etmek için gerekli olan çalışan performansını artırmada güçlendirici liderlik uygulamaları uygulamaya konulabilir. Eğitim kurumları; örgüt kültürünün geliştirilmesi, değişim yönetiminin kolaylaştırılması, yaratıcılığın teşvik edilmesi, performansın artırılması, bağlılığın artırılması, psikolojik güçlendirme sağlanması ve değişime uyum sağlanması konularına odaklanarak gelişimlerini etkili bir şekilde yönetmek için güçlendirici liderlik uygulamalarından yararlanabilirler.



Introduction

In the contemporary era, those in positions of authority are not only tasked with providing motivation to their subordinates; they are also responsible for ensuring that these individuals are psychologically empowered (Zhang and Bartol, 2010). It is incumbent upon leaders to assume a directive role and provide support for the development of their employees, with the aim of increasing motivation and performance. Such support can facilitate employee success in their work and enhance self-confidence. An empowering attitude and behavior can only be exhibited by individuals who possess the requisite knowledge and skills. Consequently, for empowering leadership practices to be implemented effectively, leaders must possess a certain level of education, experience ve competence. This enables them to enhance employee motivation and performance by demonstrating empowering behaviors (Çelik and Konan, 2020, p. 255).

Empowering leadership and organisational development are two interconnected concepts which have been shown to play an instrumental role in enhancing organisational effectiveness and employee engagement levels. The concept of empowering leadership, as defined by Kim et al. (2018), pertains to an leadership style that fosters autonomy and ownership over tasks among employees, encouraging initiative, decision-making ve contribution to the work processes. Empirical evidence has demonstrated that this leadership approach exerts a positive influence on various employee outcomes, including job performance, organisational commitment ve psychological empowerment (Kim et al., 2018; Kim and Beehr, 2019; Lee et al., 2017).

Empirical evidence suggests that a leadership style which empowers those under its aegis can significantly enhance the degree to which employees are committed to organisational change. For example, in the study conducted by Jung et al. (2020), it was highlighted that the impact of empowering leadership is twofold: it influences individual attitudes and it plays a pivotal role in shaping employees' readiness to embrace change within the organisation. This dynamic environment, where adaptability is critical to survival, is of particular significance. Furthermore, the psychological empowerment that results from empowering leadership has been linked to improved job performance and organizational citizenship behaviours (Kim and Beehr, 2019; Lee et al., 2017). By cultivating an environment characterised by employee support and appreciation, organisations can foster a culture of innovation and proactive engagement (Kim et al., 2018; Lee et al., 2017).

Conversely, organisational development (OD) embodies a methodical approach aimed at enhancing an organisation's effectiveness through systematic change. It involves strategies designed to enhance an organisation's capacity for adaptability in the face of external changes, improve its operational processes ve nurture a favourable work environment. The theoretical underpinnings of OD stem from behavioural science, placing significant emphasis on the role of humanistic and democratic principles in the context of managing change (Khan, 2021). The role of leadership in facilitating organisational change and maintaining employee engagement is a critical component of this framework (Ana et al., 2020).

The existing research demonstrates that the phenomenon of empowerment in an organizational context can have a substantial impact on a number of significant outcomes.

Baris, E. ve Karsantik, I. (2025). Leading education to better outcomes: Organizational development through empowering leadershi. *Western Anatolia Journal of Educational Sciences*, 16(1), 462-491.

DOI. 10.51460/baebd.1563924



Empowerment has been linked to several positive outcomes in the workplace, including job satisfaction (Sparrowe, 1994), enhanced manager effectiveness (Spreitzer et al., 1997), increased creativity (Zhang and Bartol, 2010) ve improved team performance (Chen et al., 2007). Additionally, it demonstrates a negative correlation with strain (Spreitzer et al., 1997) and intentions to resign (Sparrowe, 1994). This assertion is corroborated by findings from (Allen et al., 2018), who demonstrated that perceptions of empowering workplace structures significantly enhance organizational commitment, suggesting that empowerment not only benefits individual employees but also contributes to overall organizational performance (Allen et al., 2018). Furthermore, a recent large-scale study by Birdi et al. (2008) identified empowerment as the strongest predictor of organizational effectiveness. It is crucial for organizational leaders and managers to facilitate organizational development. Empowering leadership is a leadership approach that provides employees with self-confidence, responsibility, autonomy ve encouragement. This approach is used to increase employee motivation, encourage creativity ve enhance self-confidence. Empowering leaders can be defined as those who utilize high-participation management strategies by delegating authority and responsibilities to subordinates (Leach, Wall ve Jackson, 2003).

The relationship between a leadership style that empowers its followers and the evolution of the organisation as a whole has been demonstrated in the manner in which such leaders can encourage a culture of continuous improvement and learning. For instance, the promotion of organisational learning through the encouragement of knowledge sharing and collaboration among employees by empowering leaders is vital for innovation and adaptability (Morales et al., 2012). Nevertheless, it is important to note that the efficacy of this approach is contingent upon various organisational factors, including cultural elements and the prevailing leadership climate (Fong and Snape, 2013; Li et al., 2015). This underscores the importance of a thorough consideration of the distinct environments within organizations when implementing empowering leadership practices, to ensure that the maximum possible impact is realised on development initiatives.

Empowering leadership in educational contexts has been demonstrated to engender favourable outcomes, including enhanced motivation and commitment among teaching staff. Empirical research has demonstrated that when educational leaders empower teachers by engaging them in decision-making processes and offering opportunities for professional growth, it leads to an enhancement in job satisfaction and engagement among the teaching faculty (Joseph et al., 2024; Gkorezis, 2016). Furthermore, the empowerment of leadership is foundational in the promotion of innovation within educational institutions. By encouraging teachers to proactively explore new pedagogical methods, leaders can foster a culture of innovation that significantly improves the overall quality of the educational experience (Burhan, 2024). Empirical evidence suggests that such measures can indeed foster increased innovativeness on organisational levels. This is achieved by equipping teachers with the necessary resources as well as a degree of autonomy that allows them to hone their skills and implement creative solutions to challenges (Xu and Zhang, 2022).

All organizational activities that facilitate processes by ensuring employee alignment can be considered as an organizational development technique. In this process, it is essential to identify the individuals who will be impacted by the feedback from employees and the subsequent transformation of the organization into a complex operating system for the development of people and context



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(Robbins et al., 2013, p. 205). The implementation of effective leadership strategies in educational institutions has been demonstrated to enhance student success and teacher motivation, while simultaneously facilitating organizational development. Additionally, Kazlauskaitė et al. (2011) argued that empowerment serves as a vital human resource management practice that positively influences employee attitudes and behaviors, further linking empowerment to enhanced organizational outcomes. In this context, an understanding of the relationship between teachers' perceptions of empowering leadership and organizational development levels will facilitate the work of leaders and decision-makers in the education sector. Furthermore, teachers' perceptions of empowering leadership can facilitate students' self-trust and self-development throughout the learning process. Concurrently, the advancement of organizational development can positively influence student achievement by enhancing the efficacy and productivity of educational institutions. In this regard, the present study can provide insights that inform the administration of educational institutions and the development of teachers' leadership competencies. The objective of this study is to examine the impact of teachers' perceptions of empowered leadership on the level of organizational development. To this end, we will address the following problems:

1. Is there a significant difference between teachers' perceptions of empowered leadership and demographic variables?
2. Does the perception of organizational development level differ significantly between teachers according to demographic variables?
3. Does a significant relationship exist between teachers' perceptions of empowered leadership and the level of organizational development?
4. Does the perception of empowered leadership among teachers significantly predict the level of organizational development?

Methodology

The objective of the study was to ascertain the relationship between perceptions of empowering leadership and perceptions of organizational development among preschool, primary, secondary ve high school teachers. To this end, a correlational research design was employed to examine the relationship between the two variables and to gain insights into the potential causal relationships. Correlational research represents one of the quantitative research designs in which the relationship between variables is examined without intervening in the variables of the study (Johnson and Christensen, 2014).

Population and sample

The sample of this study consists of 228 teachers working in Rize province in the 2022-2023 academic year and determined by simple random sampling method. In the simple random sampling technique, all individuals have an equal probability of being selected ve the selection of one individual does not affect the selection of another individual (Büyüköztürk, et al., 2016, p. 85). In accordance with the recommendations set forth by Hair et al. (2010), a minimum ratio of 5 to 10 participants per item is frequently proposed to ensure the robustness of statistical analyses, particularly in the context of factor analysis. When a sample size of 228 is attained, the participant-to-item ratio is approximately



11.1, which exceeds the minimum recommendation. Consequently, the reliability of the findings is substantiated.

Table 1.
Demographic characteristics of the participants

Category	Subcategory	n	%
Gender	Female	149	65.4%
	Male	79	34.6%
Education Level	Undergraduate	194	85.1%
	Postgraduate	34	14.9%
Professional Seniority	1-5 years	20	8.8%
	6-10 years	32	14.0%
	11-15 years	61	26.8%
	16 years or more	115	50.4%
School Type	Preschool	19	8.3%
	Primary School	108	47.4%
	Secondary School	66	28.9%
	High School	35	15.4%
Working Time with Current Principal	1-5 years	172	75.4%
	6-10 years	33	14.5%
	11 years or more	23	10.1%

When the demographic information of the individuals who participated in the study was examined, 149 (65.4%) of the teachers who voluntarily participated in the study were female and 79 (34.6%) were male; 194 (85.1%) were undergraduate and 34 (14.9%) were postgraduate graduates; 20 of them (8,8%) have a professional seniority of (1-5) years, 32 of them (14,0%) have a professional seniority of (6-10) years, 61 of them (26,8%) have a professional seniority of (11-15) years, 115 of them (50,4%) have a professional seniority of 16 years or more; 19 of them (8,3%) work in preschool, 108 of them (47,4%) in primary school, 66 of them (28,9%) in secondary school ve 35 of them (15,4%) in high school. When the working time of the teachers with the current principal was analyzed, it was seen that 172 (75.4%) of them worked with the current principal for (1-5) years, 33 (14.5%) for (6-10) years ve 23 (10.1%) for 11 years or more.

Data collection tools

Two distinct scales and a personal information form comprising five items were employed to investigate the correlation between empowering leadership and perceptions of organizational development level among teachers in the Rize province. In the collection of data, the "Empowering Leadership Scale," developed by Konczak et al. (2000) and adapted into Turkish by Konan and Çelik (2018) for use in educational organizations ve the "Empowering Leadership Scale," developed by Çetin and Karaokur Akdağ (2022), were employed as scales. The Organizational Development Level Determination Scale was utilized. The scales were administered on a voluntary basis to educators employed in Rize province during the 2022-2023 academic year.

Ethical permission for the study was granted by the Recep Tayyip Erdoğan University Scientific Research and Publication Ethics Committee with the date 01/03/2023 and decision number 2023/074. Baris, E. ve Karsantik, I. (2025). Leading education to better outcomes: Organizational development through empowering leadershi. *Western Anatolia Journal of Educational Sciences, 16(1), 462-491.*
DOI. 10.51460/baebd.1563924



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The Personal Information Form is a document comprising five items developed by the researcher for the purpose of determining the demographic and professional characteristics of the teachers who comprise the sample. The School Principal Empowering Leadership Scale is a tool designed to assess the degree to which school principals exhibit empowering leadership behaviors. The "Transformational Leadership Inventory" (TLI) scale, developed by Konczak et al. (2000), was adapted into Turkish and underwent validity and reliability testing by Konan and Çelik (2018). The adapted scale was then named the "School Principal Empowering Leadership Scale" (SPELS) and was used to determine the level of teachers' perception of school principals' empowering leadership characteristics. The scale permitted teachers to assess the empowering leadership characteristics of school principals via a five-point Likert-type rating scale. The participants were instructed to respond to the items in the scale by selecting one of the provided options, which ranged from "Never" to "Always." The scale comprises 17 items and 3 dimensions, including delegation of authority, accountability and supporting. Following the reliability analysis conducted with the data collected from 228 participants, Cronbach Alpha internal consistency coefficients were respectively found to be .89, .67 ve .98. This result exceeds the 80% threshold, signifying that the scale exhibits an exceptionally high degree of reliability.

The Organizational Development Level Determination Scale (ODLDS) is a five-point Likert-type rating scale developed by Çetin and Karaokur Akdağ (2022) to assess the level of organizational development in an institution. In order to ascertain the level of organizational development within the institution, the five-point Likert-type rating scale, entitled the "Organizational Development Level Determination Scale" (ODLDS), which was developed by Çetin and Karaokur Akdağ (2022), was subjected to validity and reliability tests. The participants were instructed to indicate their responses to the items in the scale by selecting one of the five options: "Never," "Rarely," "Occasionally," "Most of the time," or "Always." The scale comprises 18 items and is comprised of three dimensions. These dimensions are organizational evaluation (items 1, 2, 3 ve 4), organizational intervention (items 5, 6, 7) ve organizational sustainability (items 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18). Following the reliability analysis conducted with the data collected from 228 participants, the Cronbach's Alpha coefficient was calculated as .94 for organizational evaluation subscale, .85 for organizational intervention subscale, .97 for organizational sustainability subscale and .97 for overall scale.

Data analysis

In addition to the frequency and percentage distributions regarding the demographic characteristics of the teachers, the participants' perceptions of the organizational development level and perceptions of empowered leadership were determined according to the independent variables. Moreover, the skewness and kurtosis coefficients were found to fall within the range of +1 and -1. As stated by Morgan, Leech, Gloeckner ve Barrett (2004), skewness and kurtosis coefficients should fall within the range of -1 to +1 to be considered an important indicator of normal distribution. The results were evaluated and interpreted at the $p < 0.05$ significance level. Descriptive statistics were employed in the data analysis process ve values such as the mean (\bar{x}) and standard deviation (sd) were obtained. The reliability and internal consistency of measurement tools are crucial factors influencing the precision of the findings in research. Cronbach's alpha coefficient assumes a value between 0 and 1. A higher value indicates greater consistency among the statements in the measurement tool, thereby

Baris, E. ve Karsantik, I. (2025). Leading education to better outcomes: Organizational development through empowering leadership. *Western Anatolia Journal of Educational Sciences, 16(1), 462-491.*

DOI. 10.51460/baebd.1563924



enhancing the tool's reliability (Lorcu, 2015). Accordingly, the study incorporated the Cronbach's Alpha reliability coefficient. An independent samples t-test is a parametric test employed to ascertain whether there is a statistically significant discrepancy between the mean values of two distinct and independent groups (Durmuş, Yurtkoru ve Çinko, 2018). Furthermore, the t-test is a descriptive statistical technique employed to ascertain the discrepancy between two variables. The one-way analysis of variance (ANOVA) is a statistical method utilized to determine the significance of the mean difference between at least two distinct independent groups (Büyüköztürk, 2016). In the study, one-way analysis of variance was employed to ascertain the discrepancy between multiple variables. To ascertain the source of the significant difference, the LSD multiple comparison test was employed. The aforementioned statistical techniques guaranteed the accurate analysis of the data and the appropriate interpretation of the results. The SPSS 22 statistical package was employed to ascertain the Pearson correlation coefficient between the parameters. The Pearson correlation coefficient is a statistical method used to measure the linearity of the relationship between two continuous variables and to determine whether this relationship is significant (Sungur, 2010, p. 116). Research has demonstrated that skewness and kurtosis can serve as more robust indicators of distribution characteristics than the Kolmogorov-Smirnov (K-S) test, particularly in large samples where the K-S test may become excessively sensitive to minor deviations from normality (Garren and Osborne, 2021; Otuken and Senger, 2013). Consequently, it was determined that utilizing skewness and kurtosis values within the framework of the normality assumption was the optimal approach. The rationale for its use in this study is that it provides a clear numerical representation of how closely variables are related to each other, allowing researchers to draw informed conclusions about their interdependence. The correlation coefficient obtained as a result of this method takes on a value between -1 and +1 ($-1 \leq r \leq +1$) (Can, 2017, p. 369). This value indicates the degree and direction of the linear relationship between two variables. In other words, the Pearson correlation coefficient is a criterion used to measure the relationship between two variables. In the study, assumption tests were performed before data analysis ve independent samples t-tests, one-way analysis of variance ve correlation analysis were conducted.

Table 2.

Standard deviation, skewness and kurtosis values for data of school principal empowering leadership scale and organizational development level determination scale

	\bar{x}	<i>sd</i>	<i>Skewness</i>	<i>Kurtosis</i>
Organizational Evaluation	13.78	4.32	-.292	-.81
Organizational Intervention	11.29	2.99	-.54	-.57
Organizational Sustainability	40.15	11.62	-.67	-.22
SPELS	64.00	16.50	-0.80	-0.01
<i>Delegation of Authority</i>	11.99	3.06	-1.06	.48
Accountability	11.72	2.86	-1.08	.85
Supporting	40.10	12.39	-.66	-.44
ODLDS	65.00	17.72	-0.56	-0.31

As illustrated in Table 2, the results of the skewness and kurtosis values align with the observation that the sums of empowering leadership and organizational development exhibited a normal distribution, falling between (-1, +1). The mean empowering leadership level of the participants Baris, E. ve Karsantik, I. (2025). Leading education to better outcomes: Organizational development through empowering leadership. *Western Anatolia Journal of Educational Sciences, 16(1), 462-491.*
DOI. 10.51460/baebd.1563924



was found to be ($\bar{x}=16,50$), while the mean organizational development level was ($\bar{x}=17,72$). To ascertain the participants' perceptions of empowering leadership, organizational development ve their constituent dimensions, a series of quantitative analyses were conducted, including the calculation of mean values and standard deviations.

Findings

In this section, the findings obtained from the testing of the sub-problems and the interpretations based on these findings are presented. The findings are organized according to the order of the research sub-problems.

Investigation of teachers' perceptions of empowered leadership by gender

As seen in Table 3, whether teachers' perceptions of empowering leadership differ according to gender was analyzed by independent sample t-test.

Table 3.

T-test results of teachers' perceptions of empowering leadership behavior by gender

	Gender	n	\bar{x}	ss	t Test		
					t	sd	p
<i>Delegation of Authority</i>	Female	149	11.83	3.064	-1.004	225	.316
	Male	78	12.26	3.069			
<i>Accountability</i>	Female	149	11.57	2.922	-1.257	225	.210
	Male	78	12.07	2.690			
<i>Supporting</i>	Female	149	38.53	12.60	-2.563	225	.010*
	Male	78	42.91	11.48			
<i>Total</i>	Female	149	61.94	16.57	-2.322	225	.021*
	Male	78	67.25	15.93			

* $p < .05$; $n=227$

Table 3 showed that teachers' perceptions about the level of empowering leadership exhibited by school principals differed significantly according to gender [$t_{(225)} = -1.004$, $p < .05$]. It was determined that the mean perceptions of male teachers ($\bar{x}=67.25$) regarding the empowering leadership of school principals were higher than the mean perceptions of female teachers ($\bar{x}=61.94$). It is seen that teachers' perceptions of empowering leadership in the subscales of Delegation of Authority [$t_{(225)} = -1.004$, $p > .05$] and Accountability [$t_{(225)} = -1.257$, $p > .05$] do not differ significantly according to gender. In the Supporting [$t_{(225)} = -2.563$, $p < .05$] subscale, there is a significant difference in teacher perceptions according to gender. In the supporting subscale of empowering leadership, the mean perceptions of male teachers ($\bar{x}=42.91$) were higher than female teachers ($\bar{x}=38.53$).

**Investigation of teachers' perceptions of organizational development level by gender**

In Table 4, independent sample t-test was used to examine whether teachers' perceptions of organizational development level differ according to gender.

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T-test results of teachers' perception levels of organizational development level according to gender variable

	Gender	n	\bar{x}	ss	t Test		
					t	sd	p
Organizational Evaluation	Female	149	13.26	4.37	-2.589	225	.010*
	Male	78	14.80	4.07			
Organizational Intervention	Female	149	11.00	3.03	-1.928	225	.055
	Male	78	11.80	2.85			
Organizational Sustainability	Female	149	38.81	12.01	-2.306	225	.022*
	Male	78	42.52	10.43			
Total	Female	149	63.08	18.09	-2.470	225	.014*
	Male	78	69.14	16.40			

*p<.05; n=227

Table 4 demonstrated that teachers' perceptions of organizational development differed significantly according to gender [t(225)= -2.470; p<.05]. When teachers' perceptions of organizational development were examined, it was found that the mean scores of male teachers (\bar{x} =69.1410) was higher than the mean scores of female teachers (=63.0872). Teachers' perceptions of organizational evaluation [t(225)= -2.589; p< .05], organizational intervention [t(225)= -1.928; p< .05] and organizational sustainability [t(225)= -2.306; p< .05] subscales showed significant differences according to gender. In both organizational evaluation subscale and organizational sustainability subscale, the mean perceptions of male teachers were higher than female teachers.

Investigation of teachers' perceptions of empowered leadership according to graduation degree

Whether teachers' perceptions of empowered leadership vary according to their graduation degree was statistically analyzed. Independent sample t-test results are shown in Table 5.

Table 5.

T-test results of teachers' perceptions of empowering leadership behavior according to educational background

	Educational background	n	\bar{x}	ss	t Test		
					t	sd	p
Delegation of Authority	Undergraduate	193	12.11	3.05	1.609	225	.105
	Graduate	34	11.20	3.06			
Accountability	Undergraduate	193	11.74	2.85	.396	225	.692
	Graduate	34	11.52	2.95			



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Supporting	Undergraduate	193	40.61	12.36	1.677	225	.095
	Graduate	34	36.76	12.14			
Total	Undergraduate	193	64.47	16.42	1.628	225	.105
	Graduate	34	59.50	16.38			

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Table 5 showed that the perception levels of school principals' empowering leadership did not differ significantly according to their educational background [$t(225) = 1.628, p > .05$]. It was determined that the mean scores of undergraduates ($\bar{x} = 64.47$) was higher than the mean scores of graduates ($\bar{x} = 59.50$) regarding the empowering leadership of school principals.

Investigation of Teachers' Perceptions of Organizational Development Level According to graduation status

It was statistically examined whether teachers' perceptions of organizational development level varied according to their graduation status. Independent sample t-test results are presented in Table 6.

Table 6.

T-test results of teachers' perceptions of organizational development level according to educational background

	Educational background	n	\bar{x}	ss	t Test		
					t	sd	p
Organizational Evaluation	Undergraduate	193	14.10	4.27	2.692	225	.008*
	Graduate	34	11.97	4.22			
Organizational Intervention	Undergraduate	193	11.32	3.01	.216	225	.829
	Graduate	34	11.20	2.91			
Organizational Sustainability	Undergraduate	193	40.78	11.41	1.838	225	.067
	Graduate	34	36.82	12.53			
Total	Undergraduate	193	66.21	17.51	1.894	225	.059
	Graduate	34	60.00	18.38			

* $p < .05$; $n = 227$

Table 6 indicated that teachers' perception levels of organizational development level did not differ significantly according to their educational background [$t(225) = 1.894; p > .05$]. It was determined that the mean scores of undergraduates ($\bar{x} = 66.21$) was higher than the mean scores of graduates ($\bar{x} = 60.00$).

In the organizational evaluation subscale of organizational development, it was found that the perception level of teachers showed a significant difference according to their educational status [$t(225) = 2.692; p < .05$]. When the means were examined, it was determined that the mean scores of undergraduates ($\bar{x} = 14.10$) was higher than the graduates' ($\bar{x} = 11.97$).



Investigation of teachers' perceptions of empowered leadership according to professional seniority

It was statistically analyzed whether teachers' perceptions of empowering leadership vary according to professional seniority. One-way Analysis of Variance (ANOVA) was used in the research. The results obtained are given in Table 7.

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Table 7.

Anova results of teachers' perception levels of empowering leadership behavior according to professional seniority

	Professional seniority	n	\bar{x}	sd		ss	df	ms	F	p
Delegation of Authority	1-5	19	11.10	2.40	BG	24.431	3	8.144	.865	.460
	6-10	32	11.96	2.57	WG	2100.530	223	9.419		
	11-15	61	12.37	2.84	Total	2124.960	226			
	16+	115	11.93	3.38						
	Total	227	11.98	3.06						
Accountability	1-5	19	12.10	2.70	BG	5.851	3	1.950	.234	.873
	6-10	32	11.68	2.50	WG	1861.215	223	8.346		
	11-15	61	11.86	2.60	Total	1867.066	226			
	16+	115	11.60	3.14						
	Total	227	11.72	2.87						
Supporting	1-5	19	37.57	9.24	BG	200.823	3	66.941	.431	.731
	6-10	32	39.40	12.31	WG	34612.049	223	155.211		
	11-15	61	41.13	12.59	Total	34812.872	226			
	16+	115	40.10	12.85						
	Total	227	40.07	12.41						
Total	1-5	19	60.78	12.60	BG	344.401	3	114.800	.417	.741
	6-10	32	63.06	14.69	WG	61392.022	223	275.301		
	11-15	61	65.37	16.21	Total	61736.423	226			
	16+	115	63.63	17.78						
	Total	227	63.78	16.52						

Table 7 demonstrated that teachers' levels of empowering leadership behaviors such as delegation of authority [$F_{(3-223)}=.865$; $p>.05$], accountability [$F_{(3-223)}=.234$; $p>.05$], supporting [$F_{(3-223)}=.431$; $p>.05$] did not differ significantly according to professional seniority. When teachers' perception levels of empowering leadership behaviors are examined in general, it is seen that there is no significant difference according to professional seniority [$F_{(3-223)}=.417$; $p>.05$].

Examination of teachers' perceptions of organizational development level according to professional seniority

It was statistically examined whether teachers' perceptions of organizational development level varied according to professional seniority. One-way Analysis of Variance (ANOVA) was used in the research. The results obtained are given in Table 8.



Table 8.

Anova results of teachers' perceptions of organizational development level according to professional seniority

	Professional seniority	n	\bar{x}	sd		ss	df	ms	F	p
Organizational Evaluation	1-5	19	12.57	3.28	BG	61.978	3	20.659	1.107	.347
	6-10	32	13.06	4.45	WG	4162.700	223	18.667		
	11-15	61	13.85	4.34	Total	4224.678	226			
	16+	115	14.17	4.41						
	Total	227	13.79	4.32						
Organizational Intervention	1-5	19	10.26	3.19	BG	24.786	3	8.262	.919	.433
	6-10	32	11.50	2.60	WG	2005.628	223	8.994		
	11-15	61	11.52	2.63	Total	2030.414	226			
	16+	115	11.31	3.24						
	Total	227	11.30	2.99						
Organizational Sustainability	1-5	19	34.73	11.08	BG	645.904	3	215.301	1.598	.191
	6-10	32	39.71	10.68	WG	30039.734	223	134.707		
	11-15	61	40.91	10.98	Total	30685.639	226			
	16+	115	40.79	12.22						
	Total	227	40.16	11.65						
Total	1-5	19	57.57	16.67	BG	1336.182	3	445.394	1.421	.238
	6-10	32	64.28	16.26	WG	69916.885	223	313.529		
	11-15	61	66.29	16.83	Total	71253.066	226			
	16+	115	66.27	18.66						
	Total	227	65.27	17.75						

Table 8 showed that teachers' organizational evaluation [$F_{(3-223)}=1.107$; $p>.05$], organizational intervention [$F_{(3-223)}=.919$; $p>.05$], organizational sustainability [$F_{(3-223)}=1.598$; $p>.05$] levels of organizational development level did not show significant differences according to professional seniority. When teachers' perception levels of organizational development level were examined in general, no significant difference was observed according to professional seniority [$F_{(3-223)}= 1.421$; $P>.05$].

Investigation of teachers' perceptions of empowered leadership according to school type

It was statistically analyzed whether teachers' perceptions of empowering leadership vary according to school type. One-way Analysis of Variance (ANOVA) was used in the study. The results obtained are shown in Table 9.



Table 9.

Anova results of teachers' perception levels of empowering leadership behavior according to the type of school

	Type of School	N	\bar{x}	<i>sd</i>		ss	df	ms	F	p	(LSD) Post Hoc
Delegation Of Authority	(1)	18	10.66	3.36	BG	100.097	2	33.366	3.675	.01*	1-2.3 2-1.4 3-1.4 4-2.3
	(2)	108	12.30	2.99	WG	2024.899	225	9.080			
	(3)	66	12.46	2.59	Total	2124.996	227				
	(4)	35	10.88	3.57							
	Total	227	12.00	3.06							
Accountability	(1)	18	12.44	2.74	BG	17.891	3	5.964	.723	.539	
	(2)	108	11.73	3.11	WG	1838.920	223	8.246			
	(3)	66	11.72	2.38	Total	1856.811	226				
	(4)	35	11.22	2.99							
	Total	227	11.70	2.86							
Supporting	(1)	18	35.27	15.73	BG	1197.155	3	399.052	2.652	.050	
	(2)	108	41.68	12.14	WG	33561.048	223	150.498			
	(3)	66	40.90	11.61	Total	34758.203	226				
	(4)	35	36.45	11.88							
	Total	227	40.14	12.40							
Total	(1)	18	58.38	19.54	BG	1994.716	3	664.905	2.482	.062	
	(2)	108	65.72	16.47	WG	59730.773	223	267.851			
	(3)	66	65.10	14.92	Total	61725.489	226				
	(4)	35	58.57	16.889							
	Total	227	63.85	16.526							

*p<.05; n=227, (1) preschool, (2) elementary, (3) secondary school, (4) high school

Table 9 showed that the teachers' perceptions of empowering leadership did not differ significantly according to the type of school in which they work [$F_{(3-223)} = 2.482$; $p > .05$]. Teachers' perceptions of empowering leadership in the subscales of accountability [$F_{(3-223)} = .723$; $p > .05$] and supporting [$F_{(3-223)} = 2.652$; $p > .05$] do not differ significantly according to the institution in which they work. Teachers' perceptions of empowering leadership showed a significant difference according to school type in the delegation of authority subscale [$F_{(3-223)} = 3.675$; $p < .05$]. As a result of the LSD test conducted to determine which groups the significant difference was between, it was noted that the difference in teachers' perceptions of the delegation of authority subscale was between (1) preschool teachers, (2) primary school teachers ve (3) secondary school teachers according to school type. Again, it was found that there was a difference between (2) elementary teachers and (1) preschool, (4) high school teachers; (3) high school teachers and (1) preschool, (4) high school teachers; (4) high school teachers and (2) elementary, (3) high school teachers. When the means were examined, it was found that Preschool teachers' perceptions of delegation of authority towards the organization ($\bar{x}=10.66$) were lower than Primary School ($\bar{x}=12.30$) and Secondary School teachers ($\bar{x}=12.46$); High School teachers ($\bar{x}=10.88$) were lower than Primary School ($\bar{x}=12.30$) and Secondary School teachers ($\bar{x}=12.46$). Primary school teachers' perceptions of delegation of authority towards the organization



(\bar{x} =12.30) were higher than preschool (\bar{x} =10.66) and high school teachers (\bar{x} =10.88); secondary school teachers (\bar{x} =12.46) were higher than preschool (\bar{x} =10.66) and high school teachers (\bar{x} =10.88).

Investigation of teachers' perceptions of organizational development level according to school type

It was statistically examined whether teachers' perceptions of organizational development level varied according to school type. One-way Analysis of Variance (ANOVA) was used in the research. The results obtained are given in Table 10.

Table 10.

Anova results of teachers' perception levels of organizational development level according to the type of school

	Type of School	n	\bar{x}	sd		ss	df	ms	F	p	Post-Hoc (LSD)
Organizational Evaluation	(1)	18	13.0	4.32	BG	134.739	3	44.913	2.441	.06	
	(2)	108	14.35	4.31	WG	4103.684	223	18.402			
	(3)	66	13.90	4.48	Total	4238.423	226				
	(4)	35	12.20	3.77							
	Total	227	13.78	4.33							
Organizational Intervention	(1)	18	11.11	2.90	BG	97.730	3	32.577	3.763	.01*	
	(2)	108	11.69	2.95	WG	1930.658	223	8.658			2-4
	(3)	66	11.45	2.70	Total	2028.388	226				3-4
	(4)	35	9.80	3.32							4-2.3
	Total	227	11.28	2.99							
Organizational Sustainability	(1)	18	39.94	12.31	BG	1105.705	3	368.568	2.778	.04*	
	(2)	108	41.93	10.92	WG	29583.264	223	132.660			2-4
	(3)	66	39.78	11.71	Total	30688.969	226				
	(4)	35	35.51	12.48							
	Total	227	40.16	11.65							
Total	(1)	18	64.05	18.60	BG	2926.490	3	975.497	3.181	.02*	
	(2)	108	67.98	17.07	WG	68394.135	223	306.700			2-4
	(3)	66	65.15	17.84	Total	71320.626	226				3-4
	(4)	35	57.51	17.67							4-2.3
	Total	227	65.23	17.76							

*p<.05; n=227, (1) preschool, (2) elementary, (3) secondary school, (4) high school

Table 10 demonstrated that teachers' perceptions of organizational development level showed a significant difference according to the type of school they work in [$F_{(3-223)}=3.181$; $p<.05$]. It was determined that there was no significant difference in the subscale of organizational evaluation [$F_{(3-223)} = 2.441$; $p>.05$] regarding teachers' perceptions of organizational development level. It was determined that there was a significant difference in the organizational intervention [$F_{(3-223)} = 3.763$; $p<.05$] and organizational sustainability [$F_{(3-223)} = 2.778$; $p<.05$] subscales of teachers' perceptions of organizational development level according to the type of school they work in. As a result of the LSD test conducted to determine which groups the significant difference was between, it was determined



that the level of organizational development was between (2) Primary School and (4) High School teachers; (3) Secondary School and (4) High School teachers; (4) High School teachers and (2) Primary School and (3) Secondary School teachers. In general, when the arithmetic averages were examined, it was determined that the organizational development perceptions of primary school teachers towards the institution where they work ($\bar{x}=67.98$) were higher than those of high school teachers ($\bar{x}=57.51$); the organizational development perceptions of secondary school teachers towards the institution where they work ($\bar{x}=65.15$) were higher than those of high school teachers ($\bar{x}=57.51$). High school teachers' perceptions of organizational development towards their institution ($\bar{x}=57.51$) were lower than primary school ($\bar{x}=67.98$) and middle school teachers ($\bar{x}=65.15$).

It was determined that there was a significant difference in the organizational intervention [$F_{(3-223)} = 3.763$; $p<.05$] and organizational sustainability [$F_{(3-223)} = 2.778$; $p<.05$] subscales of teachers' perceptions of organizational development level according to the type of school they work in. As a result of the LSD test conducted to determine between which groups the significant difference was between, it was determined that the difference in teacher perceptions regarding the organizational intervention subscale was between (2) Primary School and (4) High School teachers; (3) Secondary School and (4) High School teachers; (4) High School teachers and (2) Primary School (3) Secondary School teachers according to school type. When the means were examined, it was determined that Primary School teachers' perceptions of organizational intervention towards their institution ($\bar{x}=11.69$) were higher than High School teachers ($\bar{x}=9.80$); Secondary School teachers' perceptions of organizational intervention towards their institution ($\bar{x}=11.45$) were higher than High School teachers ($\bar{x}=9.80$). High school teachers' perceptions of organizational development ($\bar{x}=9.80$) were lower than primary school ($\bar{x}=11.69$) and middle school teachers ($\bar{x}=11.45$). As a result of the LSD test conducted to determine between which groups there is a significant difference, it was determined that the difference in teacher perceptions of organizational sustainability subscale was between (2) Primary School and (4) High School teachers according to school type. When the arithmetic averages were examined, it was determined that the organizational sustainability perceptions of primary school teachers ($\bar{x}=41.93$) were higher than high school teachers ($\bar{x}=35.51$).

Investigation of teachers' perceptions of empowered leadership according to the duration of employment with the principal in their school

It was statistically analyzed whether teachers' perceptions of empowering leadership vary according to school type. One-way Analysis of Variance (ANOVA) was used in the research. The results obtained are presented in Table 11.



Table 11.

Anova results of teachers' perceptions of empowering leadership behavior according to the duration of employment with the current principal (DECP)

	DECP	n	\bar{x}	sd		ss	df	ms	F	p	(LSD) Post Hoc
Delegation of Authority	(1)	172	12.32	2.759	BG	89.871	2	44.936	4.958	.00**	1-3
	(2)	33	11.39	3.418	WG	2039.124	225	9.063			
	(3)	23	10.39	4.064	Total	2128.996	227				
	Total	228	11.99	3.062							
Accountability	(1)	172	11.81	2.891	BG	27.431	2	13.715	1.677	.189	
	(2)	33	11.93	2.548	WG	1840.161	225	8.178			
	(3)	23	10.69	3.036	Total	1867.592	227				
	Total	228	11.72	2.868							
Supporting	(1)	172	41.38	11.565	BG	1433.297	2	716.648	4.824	.00**	1-3
	(2)	33	38.03	14.074	WG	33427.383	225	148.566			
	(3)	23	33.47	13.842	Total	34860.680	227				
	Total	228	40.10	12.392							
Total	(1)	172	65.52	15.210	BG	2671.484	2	1335.742	5.083	.00**	1-3
	(2)	33	61.36	18.437	WG	59132.143	225	262.810			
	(3)	23	54.56	19.874	Total	61803.627	227				
	Total	228	63.82	16.500							

*p<.05; n=227 **p<.00; n=227, (1) 1-5 Years, (2) 6-10 Years, (3) 11-15 Years and above

Table 11 indicated that teachers' perceptions of empowering leadership subscales of delegation of authority [$F_{(2-225)}= 4.958$; $p< .05$] and supporting [$F_{(2-225)}= 4.824$; $p< .05$] showed a significant difference according to the duration of employment with the current school principal. In the subscale of accountability [$F_{(2-225)}= 1.677$; $p>.05$], one of the subscales of empowering leadership, it was determined that there was no significant difference according to the duration of working with the current school principal. In general, teachers' perceptions of the level of empowering leadership showed a significant difference according to the length of service with the current principal [$F_{(2-225)}=5.958$; $p< .05$]. As a result of the LSD test conducted to determine between which groups the significant difference was between, it was determined that the difference in teachers' perceptions of empowering leadership was between teachers who worked with the school principal for (1) 1-5 years and (3) 11-15 years or more. When the means were analyzed, it was determined that teachers who worked with the current school principal for (3) 11-15 years and above ($\bar{x}=54.56$) were the lowest. It was determined that the mean score of the teachers who worked with the current school principal for (2) 6-10 years ($\bar{x}=61.36$) were higher than the mean score of the teachers who worked with the current school principal for (3) 11-15 years and above. It was determined that the mean score of the teachers who worked with the current school principal for (1) 1-5 years ($\bar{x}=65.52$) had the highest mean value.



As a result of the LSD test conducted to determine between which groups there was a significant difference, it was found that there was a difference between (1)1-5 years and (3)11 years or more in the delegation of authority subscale and between (1)1-5 years and (3)11 years or more in the supporting subscale. When the means were examined, it was determined that the mean score the teachers with (1) 1-5 years (\bar{x} =12.32) and (2) 6-10 years (\bar{x} =11.39) of working time with the current school principal were higher than the teachers with (3) 11-15 years or more (\bar{x} =10.39) of working time. Again, in the supporting subscale, it was determined that the mean score of teachers with (1) 1-5 years (\bar{x} =41.38) and (2) 6-10 years (\bar{x} =38.03) of working time with the current school principal were higher than those of teachers with (3) 11-15 years and above (\bar{x} =33.47) of working time.

Investigation of teachers' perceptions of organizational development level according to the duration of employment with the principal in their school

It was statistically examined whether teachers' perceptions of organizational development level differed according to the length of employment with the principal in their school. One-way Analysis of Variance (ANOVA) was used in the research. The results obtained are shown in Table 12.

Table 12.

Anova results of teachers' perception levels of organizational development level according to the duration of employment with the current principal (DECP)

	DECP	n	\bar{x}	sd		ss	df	ms	F	p	(LSD) Post Hoc
organizational evaluation	(1)	172	14.16	4.10	BG	148.218	2	74.109	4.07	.01*	1-3
	(2)	33	13.36	4.80	WG	4090.817	225	18.181			
	(3)	23	11.52	4.62	Total	4239.035	227				
	Total	228	13.78	4.32							
organizational intervention	(1)	172	11.65	2.83	BG	105.941	2	52.970	6.17	.00**	1-3
	(2)	33	10.69	3.33	WG	1929.779	225	8.577			
	(3)	23	9.52	3.04	Total	2035.719	227				
	Total	228	11.29	2.29							
organizational sustainability	(1)	172	40.76	11.40	BG	350.775	2	175.388	1.30	.274	
	(2)	33	39.39	39.39	WG	30339.540	225	134.842			
	(3)	23	36.73	36.73	Total	30690.316	227				
	Total	228	40.15	40.15							
Total	(1)	172	66.57	17.21	BG	1691.098	2	845.549	2.73	.067	
	(2)	33	63.45	19.58	WG	69630.112	225	309.467			
	(3)	23	57.78	17.42	Total	71321.211	227				
	Total	228	65.23	17.72							

*p<.05; n=227 **p<.00; n=227, (1) 1-5 Years, (2) 6-10 Years, (3) 11-15 Years and above



Table 12 displayed that there was a significant difference in the subscales of organizational evaluation [$F_{(2-225)}= 4.076$; $p < .05$], organizational intervention [$F_{(2-225)}= 6.176$; $p < .05$], which were subscales of organizational development level, according to the duration of employment with the current school principal. In the subscales of organizational development level, sustainability [$F_{(2-225)}= 1.301$; $p > .05$] did not show a significant difference according to the duration of employment with the current school principal. In general, it is seen that teachers' perception levels of organizational development do not differ significantly according to the duration of employment with the current school principal [$F_{(2-225)}=2.762$; $p > .05$]. As a result of the LSD test conducted to determine between which groups there was a significant difference, it was determined that the difference in teachers' perceptions of organizational development level was between teachers who worked with the school principal for (1) 1-5 years and (3) 11-15 years or more. When the means were examined, it was determined that the mean score of the teachers with (3) 11-15 years or more ($\bar{x}=57.78$) employment with the current school principal were the lowest. It was determined that the mean score of the teachers with (2) 6-10 years ($\bar{x}=63.45$) employment with the current school principal were higher than the mean score of the teachers with (3) 11 years or more employment with the current school principal. It was determined that the mean score of the teachers who worked with the current school principal for (1) 1-5 years ($\bar{x}=66.57$) had the highest mean score. When the means were examined, it was determined that in the organizational evaluation subscale, teachers with (1) 1-5 years ($\bar{x} =14.16$) and (2) 6-10 years ($\bar{x} =13.36$) of employment with the current school principal had higher mean score than teachers with (3) 11-15 years or more ($\bar{x} =11.52$). Again, in the organizational intervention subscale, teachers with (1) 1-5 years ($\bar{x} =11.65$) and (2) 6-10 years ($\bar{x} =10.69$) of employment with the current school principal had higher mean score than

Examining the relationship between teachers' perceptions of empowering leadership and organizational development

The relationship between teachers' perceptions of empowering leadership and organisational development was analysed via Pearson correlation, with the results illustrated in Table 13.

Table 13.

Pearson moment correlation analysis on the relationship between teachers' perceptions of empowering leadership and organizational development level

	<i>n</i>	\bar{x}	<i>sd</i>	1	2	3	4	5	6	7	8
DA	228	11.99	3.06	1							
A	228	11.72	2.86	.453**	1						
S	228	40.10	12.39	.851**	.402**	1					
OE	228	13.78	4.32	.599**	.306**	.711**	1				
OI	228	11.29	2.99	.499**	.302**	.604**	.705**	1			
OS	228	40.15	11.62	.583**	.319**	.686**	.785**	.779**	1		
OD	228	65.23	17.72	.613**	.335**	.725**	.878**	.852**	.979**	1	
EL	228	63.82	16.50	.903**	.560**	.979**	.699**	.599**	.679**	.717**	1

* $p < .05$; $n=227$ ** $p < .00$; $n=227$

Pearson's correlation coefficient (*r*) provides information about the direction and strength of the relationship between two continuous variables and certain criteria are used for its interpretation. Baris, E. ve Karsantik, I. (2025). Leading education to better outcomes: Organizational development through empowering leadership. *Western Anatolia Journal of Educational Sciences, 16(1), 462-491.* DOI. 10.51460/baed.1563924



Schober, Boer ve Schwarte (2018) determined the correlation coefficient cut-off points as $0.00 \leq r \leq 0.10$ (very weak); $0.10 \leq r \leq 0.39$ (weak); $0.40 \leq r \leq 0.69$ (moderate); $0.70 \leq r \leq 0.89$ (high); $0.90 \leq r \leq 1.00$ (very high). The findings of the present study are also reported with reference to these cut-off points.

When the Pearson correlation analysis given in Table 20 was examined, it was found that there was a high positive relationship between organizational development (OD) and empowering leadership (EL) behavior ($r=0.717$; $p<0.01$). According to the empowerment subscale of empowering leadership, there was a moderate ($r=0.613$; $p<0.01$) and a very high ($r=0.903$; $p<0.01$) level of positive relationship between organizational development and empowering leadership. When the subscales were examined, it was found that there was a moderate level of relationship between the delegation of authority (DO) subscale and the accountability (A) subscale ($r=0.453$; $p<0.01$), a high level relationship between the delegation of authority subscale and the supporting (S) subscale ($r=0.851$; $p<0.01$), a moderate level of relationship between the delegation of authority subscale and organizational evaluation (OE) ($r=0.599$, $p<0.01$), a weak level of relationship between the subscale of delegation and organizational intervention (OI) ($r=0.499$; $p<0.01$) ve a moderate level of relationship between the subscale of delegation and organizational sustainability (OS) ($r=0.583$; $p<0.01$).

According to the accountability subscale, which is the subscale of empowering leadership, there was a weak ($r=0.335$; $p<0.01$) level of positive relationship between organizational development and a moderate ($r=0.560$; $p<0.01$) level of positive relationship between empowering leadership. There was a weak ($r=0.402$; $p<0.01$) level of positive relationship between accountability subscale and supporting subscale, a weak ($r=0.306$; $p<0.01$) level of positive relationship between accountability subscale and organizational evaluation subscale, a weak ($r=0.302$; $p<0.01$) level of positive relationship between accountability subscale and organizational intervention subscale ve a weak ($r=0.319$; $p<0.01$) level of positive relationship between accountability subscale and organizational sustainability subscale.

A high ($r=0.725$; $p<0.01$) level of positive relationship was found between the Supporting subscale, which is a subscale of empowering leadership ve organizational development ve a very high ($r=0.979$; $p<0.01$) level of positive relationship was found between the Supporting subscale and empowering leadership. There was a high ($r=0.711$; $p<0.01$) level of positive relationship between the supporting subscale and organizational evaluation, a moderate ($r=0.604$; $p<0.01$) level of positive relationship between the supporting subscale and organizational intervention ve a moderate ($r=0.686$; $p<0.01$) level of positive relationship between the supporting subscale and organizational sustainability.

In Table 14, the predictive power of the relationship between the variables with a significant relationship between them was analyzed by simple linear regression analysis.



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Table 14.

Simple linear regression analysis for the prediction of empowering leadership perceptions on organizational development

<i>Model</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
1.(constant)	16.104	3.285		4.903	.00**				
Empowering Leadership	.770	.050	.717	15.448	.00**	.71	.51	238.64	.00**

** p<.00; n=227

The ANOVA table for the simple linear regression analysis demonstrated that the regression model was statistically significant. As illustrated in Table 14, empowering leadership accounts for 51% of the total variance in organizational development [$F_{(1,226)}=238.64$; $p<0.001$].

Discussion and Conclusion

This study examined the relationship between teachers' perceptions of empowering leadership and their perceptions of the organizational development level. Additionally, the effects of various demographic variables on the dependent variables were determined ve the predictive power of teachers' perceptions of empowering leadership on their perceptions of the organizational development level was examined.

The findings of this study indicate that the perceived empowering leadership behaviors of school principals exhibit notable differences according to gender. Similarly, the findings of Koçak and Burgaz (2017), Konan and Çelik (2017) ve Karagözoğlu (2022) indicate that there are significant differences in teachers' perceptions of school principals' empowering leadership behaviors based on gender. The evidence indicates that male teachers tend to emphasise the supportive aspect of empowering leadership to a greater extent than their female counterparts. This is largely attributed to the perceived advantages of support in fostering job satisfaction and engagement. This emphasis is evident in the actions of male leaders and the perceptions of male teachers regarding the empowering practices of their principals. Male educational leaders demonstrate a greater propensity for empowering behaviours in comparison to their female counterparts (Munawar et al., 2023). This engagement encompasses the facilitation of teacher participation in decision-making processes and the provision of training opportunities, which are instrumental in cultivating a supportive environment. The findings indicate that male leaders may accord greater priority to these supportive dimensions, thereby influencing male teachers to adopt analogous attitudes towards empowerment.

The results of the study indicate that gender is a factor influencing teachers' perceptions of organizational development. The study revealed that the mean organizational development perceptions of male teachers were higher than those of female teachers. These findings underscore the influence of gender on teachers' perceptions of organizational development. In the organizational evaluation subscale, the mean perceptions of male teachers were found to be significantly higher than those of female teachers. Similarly, in the organizational sustainability subscale, the mean perceptions of male teachers were significantly higher than the mean perceptions of female teachers. This may be attributed to the fact that male teachers' perceptions of the organization differ in various aspects. For

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DOI. 10.51460/baebd.1563924



example, Abdurrezzak et al. (2023) found that female teachers were more cynical than male teachers, suggesting a potential difference in how they perceive organizational aspects.

The study demonstrates that teachers' perceptions of the empowering leadership subscales vary significantly in accordance with the duration of their employment under the current school principal. Lajoie et al. (2017) discovered that value congruence and tenure act as moderators of transformational leadership effects, indicating that teachers' perceptions of leadership can be influenced by their length of service. The researchers posit that longer-tenured teachers may develop a stronger alignment with the principal's vision and leadership style, which can enhance their perceptions of empowerment. This alignment is crucial as it fosters a sense of belonging and commitment, which can lead to more favorable views of empowering leadership behaviors. Although a difference was identified between teachers in the subscales of delegation of authority and supporting, no significant difference was found in the subscale of accountability contingent on the duration of employment. The results indicate that the perceptions of empowering leadership behaviors exhibited by school principals are shaped by the length of time spent working under the current principal.

The findings of the research indicate that there is a strong positive correlation between organizational development and the implementation of empowering leadership strategies. Empowering leadership has been demonstrated to cultivate a culture of engagement and commitment among employees, which is vital for organizational development. Jung et al. (2020) discovered that empowering leadership behaviors, such as participative decision-making and coaching, have a beneficial impact on employees' commitment to organizational change. Mangundjaya (2014) posits that individual commitment to change has a positive impact on organizational effectiveness, including enhanced performance and the successful implementation of change initiatives. The study emphasizes that empowering leadership serves as a catalyst for fostering a committed workforce, which is essential for the overall development of the organization. The results indicate that the implementation of empowering leadership strategies by organizational leaders can facilitate organizational growth and development. In a study conducted by Jung et al. (2020), it was found that behaviors exhibited by leaders who empower their employees, such as participative decision-making and coaching, have a positive effect on the commitment of employees to organizational change. This, in turn, fosters an environment conducive to growth and development. By fostering an environment of empowerment, leaders can enhance employee engagement, commitment ve innovative behaviors, all of which are essential for achieving organizational success.

Findings suggest that an empowering leadership approach can enhance school performance, motivation ve teacher engagement. Empowering leadership behaviours, such as the promotion of teacher autonomy and the creation of supportive educational environments, are identified in research as pivotal for the enhancement of educational outcomes. Dash and Vohra (2019) emphasize the crucial role of effective leadership in schools, particularly through empowering strategies, in driving improvements in student learning outcomes. Furthermore, the robust relationship between organizational development and empowering leadership underscores the beneficial interplay between leadership practices and organizational culture and work environment. Furthermore, Kim et al. (2018) conducted a meta-analysis that corroborated the favorable effects of empowering leadership on a



range of organizational outcomes, including employee performance and organizational citizenship behaviors. Their findings indicate that empowering leadership fosters intrinsic motivation and engagement among employees, which are crucial for cultivating a culture of continuous improvement and development within organizations. This intrinsic motivation culminates in elevated levels of performance and commitment, thereby reinforcing the positive correlation between empowering leadership and organizational development.

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In the study, it was found that empowering leadership predicted the level of organizational development at a high level. One of the principal mechanisms through which empowering leadership fosters organizational development is by reinforcing employee commitment. Empirical evidence suggests that behaviors associated with empowering leadership, such as participative decision-making and coaching, are positively correlated with employees' commitment to organizational change (Jung et al., 2020). The creation of an environment in which employees feel valued and engaged is a key responsibility of those in leadership roles. This is particularly important in periods of change, as it allows for the fostering of a culture of commitment and resilience (Kurniawan and Soeling, 2023). This environment not only enhances individual creativity but also promotes collective innovative behaviors within teams (Mutonyi et al., 2020). The implementation of empowering leadership strategies has the potential to significantly enhance workplace morale and reduce feelings of isolation by satisfying employees' basic psychological needs for autonomy, competence ve relatedness (Hou, 2024). As employees feel more autonomous and supported, they are more likely to engage in proactive behaviors that contribute to organizational success (Wang and Yang, 2021). As organizations persist in their efforts to navigate multifaceted and evolving environments, the role of empowering leadership will prove essential in propelling sustainable growth and innovation.

In conclusion, this study examined the effects of empowering leadership on organizations and revealed important findings. The results provide a significant insight into the potential of an empowering leadership approach, as evidenced by the effectiveness of such a model in improving the performance of schools. This study implies that organizations should invest in leadership development programs that emphasize empowering behaviors to foster a positive culture conducive to development. Moreover, leaders who adopt empowering styles can better manage change initiatives by engaging employees in the process, thereby enhancing their commitment and reducing resistance. Organizations should consider training leaders in empowering leadership techniques to improve their effectiveness in navigating change. In addition, organizations should implement empowering leadership practices to enhance employee performance, which is essential for achieving organizational goals and fostering development. By concentrating on the improvement of organizational culture, the facilitation of change management, the encouragement of creativity, the enhancement of performance, the increase of engagement, the provision of psychological empowerment ve the adaptation to change, organizations can leverage empowering leadership to drive their development in an effective manner.

Within the scope of the research findings, various suggestions for practitioners were presented. Firstly, it is imperative that school leaders adopt a leadership style that is conducive to empowerment, characterised by participative decision-making and the provision of support. Such an approach is instrumental in cultivating an inclusive environment that fosters a sense of belonging for

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all individuals within the educational community. This endeavour is crucial in addressing the perceptual disparities between male and female teachers concerning leadership effectiveness and organisational development. Additionally for the researchers it is recommended that future research explore the underlying reasons for the differences in perceptions of empowering leadership and organisational development between male and female teachers. The implementation of qualitative research methods holds considerable potential in providing a more profound understanding of the influence of gender on these perceptions and the subsequent implications for educational institutions. Lastly, it is recommended that policymakers provide support for research initiatives that examine the relationship between empowering leadership and organisational development in educational settings. This could encompass the provision of funding for studies that evaluate the influence of leadership styles on teacher satisfaction and student achievement, thus contributing to the informed design of future educational policies.



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