The Relationship Between Empowering Leadership Behaviors of School Principals and Teachers' Self-Efficacy Perceptions and Job Satisfaction Levels

Emine Dağlı [1], Fatma Kalkan [2]

Abstract

This study aims to examine the relationship between empowering leadership behaviors of school principals and teachers' self-efficacy perceptions and job satisfaction levels. 260 teachers working in the Antakya district of Hatay province and selected by the stratified sampling method participated in the study. The Empowering Leadership Questionnaire, Teacher Self-Efficacy Belief Scale, Minnesota Job Satisfaction Scale were used to collect research data. Descriptive statistics, regression analysis, and path analysis were used to analyze the data. The findings of the study show that according to teachers' perceptions, school principals' empowering leadership behaviors are high. Similarly, it was found that teachers' self-efficacy perceptions and job satisfaction were also at a high level. Again, research findings reveal that there are moderate and positive relationships between empowering leadership behavior, self-efficacy, and job satisfaction. Empowering leadership behavior and self-efficacy are significant predictors of job satisfaction. Self-efficacy has a partial mediating effect on the relationship between empowering leadership behavior and job satisfaction. Based on the findings of the study, it was concluded that the empowering leadership behaviors of school principals, who play an important role in teachers' job satisfaction, have this effect on teachers' self-efficacy.

Introduction

Today, when the success of knowledge-based organizations is discussed more, it is seen that organizations share more information with their employees, and employees are trying to gain skills for self-management (Yılmaz, 2011). In order to upskill them, leaders must have qualifications such as share their power with their subordinates, motivate and support employees to create a sense of personal competence, create opportunities for participation in decision-making, and provide autonomy (Conger & Kanungo, 1988). Leaders are expected to demonstrate empowering leadership behaviors that motivate employees to leave their comfort zones, take risks, and develop their own responsibilities, making them responsible for their results (Yun, Cox, & Sims, 2006). In this leadership approach, which

---

[1] Hatay Mustafa Kemal University, Faculty of Education, Deparment of Primary Education, Turkey, eminedaglim@gmail.com
[2] Ministry of National Education, Ministry of National Education, Şehit Öğretmen M. Ali Durak Secondary School, Turkey, fatmaturan2007@hotmail.com

is different from other leadership approaches such as transactional leadership, transformational leadership, and leader-member interaction (Amundsen & Martinsen, 2015), "empowerment" is at the forefront. Empowerment means weakening one's belief in personal weakness or strengthening one's beliefs about their abilities. Organizational empowerment can be defined as increasing subordinates' beliefs about their effectiveness beyond increasing job performance. According to another definition, empowerment is an important human resources practice that includes continuous improvement based on increasing employees' capacities, responsibilities, and problem-solving skills (Shah & Ward, 2003).

Empowering leadership behavior is defined by Amundsen and Martinsen (2014) as the process of providing support and sharing power with employees to increase the capacity of employees to work independently, their motivation, and self-confidence, provided that it is aimed at organizational goals and strategies. According to another definition, empowering leadership is a leader sharing his /her power with subordinates (Vecchio, Justin, & Pearce, 2010) or enabling employees to manage themselves (Manz & Sims, 1987). Empowering leadership consists of practices that aim to build trust among employees, increase employees' participation in decision-making processes, provide autonomy in their work, and make their work more meaningful (Ahearne, Mathieu, & Rapp, 2005; Conger & Kanungo, 1988; Zhang & Bartol, 2010). Empowering leadership provides employees with self-confidence for high performance and provides autonomy support to employees against bureaucratic constraints (Ahearne et al., 2005; Zhang & Bartol, 2010). Empowering leaders listen to subordinates' opinions, ideas, and suggestions regarding the business and support their participation in decision-making processes. They give employees the responsibility to do more effective work and be more autonomous (Amundsen & Martinsen, 2014). Empowering leadership is the most important premise of organizational mastery, as it is based on employees' having more authority to make decisions and authority sharing while performing their duties (Assen, 2020; Mom, Van den Bosch, & Volberda, 2009). Organizational mastery is the ability to use different strategies simultaneously in organizations to adapt to environmental conditions (Cingöz & Akdoğan, 2014), and employees in such organizations are encouraged to make their own decisions (Siachou & Gkorezis, 2018). It can be said that empowering leadership , which can be expressed in different terms such as autonomy, discretion, control, decision-making power, or freedom, is an initiative provided to employees. For example, exemplary behaviors such as recognizing the concerns of employees, coaching them, providing information sharing, and encouraging participation in decision making are empowering leadership behaviors. These behaviors will cause an increase in important matters such as control, competence, and meaningfulness in the contribution of employees to their jobs. However, employees will feel more empowered (Albrecht & Andreetta, 2011). According to Conger and Kanungo (1988), devolution of authority, knowledge sharing, accountability, independent decision-making, encouraging independent problem solving, skill development, coaching for innovative performance, etc. were expressed as the empowering behaviors of the leader. According to Konczak, Stelly, and Trusty (2000), the empowering leader has behaviors such as authorization, delegation of authority, accountability, self-decision making, knowledge sharing, skill development, coaching for innovative performance, etc.

Empowerment activities in organizations are the main component of managerial and organizational effectiveness. Leader's empowerment initiatives are very important in increasing constructive attitudes and behaviors among employees, but provide many positive results both individually and organizationally (Amundsen & Martinsen, 2014; Zhang & Bartol, 2010). With the sharing of power in the organization, subordinates are expected to show high performance and increase productivity (Conger & Kanungo, 1988; Vecchio et al., 2010). In other words, with the empowering behavior exhibited by the leaders, employees can perform more effectively as they feel more free (Ahearne et al., 2005). Empowered employees have more responsibility and authority than those working in traditional organizations (Conger & Kanungo, 1988), are more proactive to improve their work processes, seek innovative solutions for complex work-related problems, and constantly try to learn (Kirkman & Rosen, 1999; Spreitzer, 1995). Even if individuals fail to achieve the desired results, if they are supported by the leader, they feel empowered with the increase in efficacy belief (Conger & Kanungo, 1988). In the literature, positive and significant relationships were determined between

empowering leadership and organizational commitment (Bixby, 2016; Konczak et al., 2000), commitment to the leader and continuous improvement (Assen, 2020), motivation and innovation (Zhang & Bartol 2010), organizational loyalty (Keller & Dansereaul, 1995) organizational citizenship behavior (Zhu, 2011), team performance and knowledge sharing (Srivastava, Bartol, & Locke, 2006), learning behaviors (Wibowo & Hayati, 2019), psychological empowerment (Aslantaş, 2007; Thomas & Velthouse, 1990; Zhang & Bartol, 2010), innovative behaviors (Jada, Mukhopadhyay, & Titiyal, 2019), trust in the group, and learning behavior in the group (Wibowo & Hayati, 2019), self-efficacy (Ahearne et al., 2005; Arnold, Arad, Rhoades, & Drasgow, 2000; Kim & Beehr, 2017), job satisfaction (Amundsen & Martinsen, 2015; Bixby, 2016; Dewettinck & van Ameijde, 2011; Konczak et al., 2000; Vecchio et al., 2010; Wilkinson, 1998). On the other hand, if there is no empowerment of employees or a strong sense of belonging in an organization, the levels of commitment, creativity, and initiative required to effectively benefit from employees are likely to decrease (Liu, Lepak, Takeuchi, & Sims, 2003).

In studies conducted in educational organizations, it has been revealed that as a result of the empowering leadership behaviors of school principals, there is an increase in teachers' attitudes and behaviors that will contribute to organizational effectiveness (Çelik & Konan, 2021; Dash & Vohra, 2019; Gkorezis, 2015; Gümüş, 2013; Koçak & Burgaz, 2017; Konczak et al., 2000; Lee & Nie, 2015; Sağnak, 2012; Vecchio et al., 2010). The empowering leadership behavior of school principals increases the goals and expectations in student learning, encourages teachers to autonomy, and creates supportive leadership (Robinson, Hohepa, & Lloyd, 2007).Empowering leaders, directly and indirectly, support teachers' job competence (craftsmanship), reduce job alienation and ensure a high level of emotional commitment (Dash & Vohra, 2019). In addition, the contribution of empowered leadership behaviors to achieving successful results in students' learning at school is great (Leithwood, Harris, & Hopkins, 2008). Studies have revealed that as the empowering leadership behaviors of school principals increase, teachers' innovative behaviors and innovative climate perceptions increase (Gkorezis, 2015; Sağnak, 2012; Vecchio et al., 2010). In the study conducted by Koçak and Burgaz (2017), it was revealed that the empowering leadership behaviors of school principals were a significant predictor of teachers' compliance with the psychological contract.

According to Conger and Kanungo (1988), the concept of empowerment is the process of developing self-efficacy perception among organization members. Self-efficacy is defined by Bandura (1986) as "the ability to organize and execute the action plan necessary for someone to perform certain skills". Teacher self-efficacy is the belief in students' capacity to affect their motivation and achievement (Tschannen-Moran & Woolfolk-Hoy, 2001). Someone with high self-efficacy is more likely to exhibit and maintain task-related behaviors (Ahearne et al, 2005). In other words, self-confident teachers with high self-efficacy try to create a positive school culture (Davis, 2014; DeMarco, 2018), participate more in professional learning activities (Kılınç, Polatcan, Atmaca, & Koşar, 2021), and display exhibit their teacher leadership behavior more (Kurt, 2016).

Although it is revealed in the studies that the leadership behaviors of school principals increase the self-efficacy of teachers (Davis, 2014; DeMarco, 2018; Espinoza, 2013; Hammond, 2017; Kurt, 2016; Zinke, 2013); it has been determined that leader's empowering behaviors also increase employees' self-efficacy perceptions (Ahearne et al., 2005; Çelik & Konan, 2021; Kim & Beehr, 2017). It is accepted that the concept of self-efficacy arises from internal needs such as the need for power, the need for self-realization, the need for autonomy, and the desire for competence (Conger & Kanungo, 1988). Empowering leadership behaviors can increase self-efficacy as they provide motivation and development support (Kim & Beehr, 2017). According to Arnold et al. (2000), the empowering behaviors of the leader allow eliminating the conditions that create a feeling of powerlessness in the working environment such as bureaucracy and allow the employees to be free as long as the conditions allow.

According to Kim and Beehr (2017), the principal, as an empowering leader in the school, can help teachers gain confidence in their ability to do business through behaviors such as coaching and modeling. Because teachers learn that by observing the work of the principal, they can increase their performance as a result of the school principal's guidance and feedback. In addition, when teachers are

encouraged to participate in decision making at school, self-efficacy can be improved by exchanging information with each other (Kim & Beehr, 2017). Self-efficacy, positive emotional support, words of encouragement, and positive persuasion can be enhanced through the experience of mastering a task. Empowering leaders encourage subordinates to contribute to the development of self-efficacy beliefs and to use their capacities (Amundsen & Martinsen, 2014). In summary, the empowering behaviors of the leader increase self-efficacy (Ahearne et al., 2005).

Job satisfaction can be defined as a pleasant or positive emotional state as a result of a person's job evaluation (Locke, 1976). It is known that job satisfaction has a positive effect on employee attendance (Iverson & Currivan, 2003), organizational commitment (Gedik & Üstüner, 2017), motivation (Şenatalar, 1978, as cited in Akşit Aşık, 2010), problem-solving skills (Koçak & Eves, 2010), and creativity (Zhou & George, 2001). Job satisfaction in an organization varies according to the type of needs of the employees and what is expected from the employees. Employee satisfaction from work affects both work and non-work life (Taşdan & Tiryaki, 2008). In many studies, job satisfaction has been examined in two categories; internal and external (Baloğlu, Karadağ, Çalışkan, & Korkmaz, 2006; Baycan, 1985; Cerit, 2009; Çağlar & Demirtaş, 2011; Diri & Kıral, 2016; Eğriboyun, 2015; Strydom, Nortjé, Beukes, & Esterhuyse, 2012; Taş & Selvitopu, 2020; Zeinabadi & Salehi, 2011) Internal factors are those related to the work itself that create similar feelings attained through work, such as a sense of independence, feeling accomplished, self-esteem, and a sense of control (Porter & Lawler, 1968, as cited in Crisci, Sepe, & Malafronte, 2019). Self-efficacy perception can also be considered as an intrinsic factor in predicting job satisfaction. There are also some studies that reveal the strong relationship between teachers' job satisfaction level and self-efficacy beliefs, especially in educational organizations (Kalkan, 2020; Kasalak & Dağyar, 2020).

External factors that affect job satisfaction, on the other hand, are not directly related to the job itself, but refer to positive relations with leaders and colleagues, the level of welfare and benefit, good school climate, good workplace conditions, and strong participation (Porter & Lawler, 1968, as cited in Crisci et al., 2019). For this reason, the effect of job satisfaction can also be examined as job-related and employee-related factors. In addition, management style, professional status, and wage are known as important factors affecting job satisfaction (Crisci et al., 2019). Leadership has an important role in increasing teachers' job satisfaction (Bogler, 2001; Cerit, 2009; Crisci et al., 2019; Dinham & Scott, 2000; Karadağ, Başaran, & Korkmaz, 2009). Leaders who share power with subordinates, encourage subordinates to be more independent from authority, and provide collaborative work contribute to a high level of job satisfaction of subordinates (Vecchio et al., 2010). In the literature, a positive and significant relationship was found between empowering leadership practices and employees' job satisfaction (Amundsen & Martinsen, 2015; Cevahir, 2004; Dewettinck & van Ameijde, 2011; Konczak et al., 2000; Vecchio et al., 2010). In the meta-analysis study conducted by Çoğaltay, Yalçın, and Karadağ (2016), it was determined that educational leadership has a strong effect on teachers' job satisfaction.

Job satisfaction is a situation desired by administrators because it leads to positive results. Therefore, more research is needed for the internal and external factors that cause job satisfaction. The relationship between self-efficacy perception, which is an individual factor, and empowering leadership style, which is an external factor, with job satisfaction is known (Dash & Vohra, 2019; Gkorezis, 2015; Gümüş, 2013; Koçak & Burgaz, 2017; Konczak et al., 2000; Lee & Nie, 2015; Vecchio et al., 2010). On the other hand, it is not known whether empowering leadership behavior, as an external factor, achieves its effect on job satisfaction directly or through self-efficacy, which is an internal factor. In the literature, no study examines these three variables together and reveals the mediating effect of self-efficacy in the relationship between empowering leadership behaviors and job satisfaction. Considering the individual and organizational effects of these variables, it is thought that revealing the relationship between variables will provide important contributions in many aspects. Based on the results of the research, revealing which dimensions of empowering leadership are more related to job satisfaction can give information to administrators about how they should approach employees. Again, in this direction, the content of in-service training activities for administrators can be arranged. Revealing the relationship

between the sharing of authority and responsibility, which are the elements of empowering leadership behavior, with both teacher self-efficacy and job satisfaction, may bring up the legal reorganization of sharing by education lawyers. In this context, it is expected that the research results will guide education researchers, administrators, planners, and lawyers in the studies to increase the self-efficacy perceptions of the employees and their job satisfaction levels.

Purpose of the Research and Sub-Problems

This study aims to examine the relationship between school principals 'empowering leadership behaviors and teachers' self-efficacy perceptions and job satisfaction. In line with this main purpose, the following sub-goals were sought.

- What are the empowering leadership behavior and self-efficacy perceptions and job satisfaction levels of primary school teachers?

- According to the views of primary education school teachers, is there a significant relationship between empowering leadership behaviors, self-efficacy, and job satisfaction?

- Are empowering leadership behaviors and self-efficacy significant predictors of job satisfaction?

- Does self-efficacy have a mediating effect on the relationship between empowering leadership behaviors, and job satisfaction?

Method

Research Model

The correlational research method was used to examine the relationships between empowering leadership behaviors, job satisfaction, and self-efficacy. Correlational research is the research that is conducted to describe the relationships between two or more variables, and where the relationships are analyzed in-depth (Karakaya, 2012). In the study, the relationships between three variables, one dependent (job satisfaction) and two independent (empowering leadership behaviors and self-efficacy), were examined. In addition, it was investigated whether self-efficacy has a mediator role in the research model.

Population and Sample

The population of the research consists of 3632 teachers working in 179 primary education schools in the Antakya district of Hatay province in the academic year of 2019-2020. The stratified sampling method was used to determine the research sample. Stratified sampling is used when substrates or sub-unit groups are present in a population with defined boundaries. The important thing here is to work on the population based on the existence of the substrates in the population instead of accepting the population as a pure and similar phenomenon in itself (Yıldırım & Şimşek, 2005). School type is considered as a stratum in determining the research sample. The number of teachers working in each school type was tried to be represented in the research sample according to the ratio of the total number of teachers.

In the study, it was planned to reach 350 teachers from 25 schools, including 13 primary schools, 11 secondary schools, and one religious secondary school, and considering the losses in the data collection process, it was considered appropriate to apply 500 measurement tools. Before the implementation, it was determined which schools will be included in the research sample. The simple random method was used to determine the schools. First of all, the names of the schools were written on a single piece of paper,then, the papers were folded in a way that the school names were not visible and put into the bags to which they belong according to their layers (school types) . The number of papers representing the population was randomly drawn from each bag and thus the schools to be included in the sample were determined. 20 measurement tools were sent to the designated schools. At the end of the two-month data collection process, the measurement tool of 276 teachers was obtained. The data of 16 people who were out of normal distribution and had noisy data were deleted from the data set and the data collection tool of 260 people was deemed valid. Data regarding the population and sample of the research are presented in Table 1.

Table 1. The Population and Sample of the Research

The School Type	Population				Sample			
	School		Teacher		School		Teacher	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Primary School	90	50.28	1645	45.29	13	52	115	44.23
Secondary School	79	44.13	1723	47.44	11	44	125	48.07
Religious Secondary Sc.	10	5.56	264	7.27	1	4	20	7.81
Total	179	100	3632	100	25	100	260	100

Source: Antakya Directorate of National Education R&D Unit

41.92% (n = 109) of the teachers in the sample are male and 58.07% (n = 151) of them are female. 29.8% (n = 75) of the teachers participating in the research have seniority between 1-10 years, 32.9% (n = 84) 11-20 years, 36.1% (n = 92) 21 years and above, respectively. 17.8% (n = 46) of the teachers are between 20-30 years old, 32.7% (n = 85) 31-40 years old, 32.2% (n = 83) 41-50 years old, 16.9% (n = 44) 51 years and older, respectively. 45.5% (n = 117) of teachers are classroom teachers and 52.5% (n = 135) of them are branch teachers. 12.5% (n = 32) of the teachers are associates, 82.9% (n = 213) undergraduates, 4.7% (n = 12) graduates, respectively.

Data Collection Tools

In the study, a data collection tool consisting of two parts - the personal information form part containing the information about the participants and the scale from part where the participants express their opinions - was used. In the personal information form, information on the participants such as the age, gender, professional seniority, duty, and education level, etc. is included. The scale form, on the other hand, was created by taking into account the use of scales, which reveal the opinions of the participants in line with the purpose of the study, which have been used in the literature for a long time, and whose validity and reliability have been confirmed in many studies,.. In this regard, information on the scales used in the study is presented below.

Empowering Leadership Behavior Questionnaire: "The Empowering Leadership Questionnaire" developed by Konczak et al. (2000) in a 5-point Likert type and adapted into Turkish by Konan and Çelik (2018) consists of 17 items. The scale consists of three sub-dimensions: delegation of authority, accountability and supporting. The Cronbach's alpha reliability coefficient for each sub-dimension was found as .76, .82, and .80, respectively. As a result of the confirmatory factor analysis, goodness of fit values were calculated as χ^2/df = 2.54, *GFI* = .92, *NNFI* = .98, *CFI* = .95, *RMSEA* = .054; *SRMR* = .032.

Confirmatory factor analysis was applied to the data obtained from 260 teachers in order to reveal the construct validity of the scale. As a result of the confirmatory factor analysis, fit indices related to the three-factor structure of the scale were χ^2 = 314.79, *df* = 116, *p* = .000, χ^2/df = 2.71, *RMSEA* = .086, *SRMR* = .044, *CFI* = .98, *NFI* = .96, *AGFI* = .82, *GFI* = .87 and *IFI* = .98. The Cronbach's alpha coefficient for the sub-dimensions of the empowering leadership behavior questionnaire and the overall scale were calculated as .62, .86, .86 and .88, respectively.

Teachers' Self-Efficacy Belief Scale: Developed by Tschannen-Moran and Woolfolk-Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005), Teacher Self-Efficacy Belief Scale was rearranged by Özyıldırım (2018) in a 9-Likert type and consisting of 12 items. In this new form of the scale, there are three sub-dimensions: efficacy for instructional strategies (4 items), efficacy for classroom management (4 items), and efficacy for student engagement (4 items). The Cronbach Alpha coefficient for the overall scale was calculated as .90. This coefficient varies between .81 and .86 in sub-dimensions. The total variance rate announcedis 69.10%. The three-factor structure of the scale was tested in confirmatory factor analysis. As a result of the confirmatory factor analysis, fit indices related to the three-factor structure of the scale were χ^2 = 93.41, *df* = 51, *p* = .000, χ^2/df = 1.83, *RMSEA* = .059, *NFI* = .94. *NNFI* = .96, *CFI* = .97, *GFI* = .94 and *AGFI* = 0.91.

Confirmatory factor analysis was conducted with the data obtained from 260 teachers in order to reveal the construct validity of the scale in the study. As a result of the confirmatory factor analysis, fit indices related to the three-factor structure of the scale were χ^2 = 246.61, *df* = 51, *p* = .000, χ^2/df = 4.83, RMSEA = .012, *SRMR* = .064, *CFI* = .96, *NFI* = .95, *AGFI* = .80, *GFI* = .87 and *IFI* = .96. The Cronbach's alpha coefficient for the sub-dimensions of the Teachers' Self-Efficacy Belief Scale and the overall scale were calculated as .84, .86, .84 and .93 .62, .86, .86 and .88, respectively.

Minnesota Job Satisfaction Scale: Developed by Weiss, Dawis, England, and Lofguist (1967) in a 5-point Likert type and adapted to Turkish by Baycan (1985), "Minnesota Job Satisfaction Scale" consist of 20 items. The scale consists of two sub-dimensions: intrinsic satisfaction and extrinsic satisfaction. The internal consistency coefficient was found to be .83 for the original scale and .90 for the Turkish version.

Confirmatory factor analysis was applied to the data obtained from 260 teachers in order to reveal the construct validity of the scale. As a result of the confirmatory factor analysis, fit indices related to the two-factor structure of the scale were χ^2 = 670.71, *df* = 169, *p* = .000, χ^2/df = 3.97, *RMSEA* = .011, *SRMR* = .083, *CFI* = .90, *NFI* = .87, *AGFI* = .73, *GFI* = .78 and *IFI* = .90. The Cronbach's alpha coefficient for the sub-dimensions of the Minnesota Job Satisfaction Scale and the overall scale were calculated as.79, .57 and .79, respectively.

Analysis of Data

The analysis of the data was carried out with the help of SPSS and LISREL package programs. Necessary controls and corrections were made before analyzing the data. The forms of 12 participants with missing data were removed from the data set. The missing values were assigned values according to the arithmetic mean. Z scores were calculated to identify data with extreme values. The forms of four participants who did not fall within the normal distribution limits and had a Z score between +3 and -3 were excluded from the data set. Skewness and kurtosis coefficients were calculated to determine the compatibility of the remaining 260 data for normal distribution. When the calculated skewness and coefficient values were divided by their standard errors, it was determined that the values obtained were within the limits of -1.96 and +1.96 accepted for the normal distribution (Can, 2013). Correlation coefficients, variance increment factors (VIF), and tolerance values (TV) for independent variables were calculated to determine whether there was a multiple correct correlation problem between variables. It was determined that the correlation coefficients calculated for the relationships between the sub-dimensions of the variables are less than .90, the VIF values are less than 10, and the tolerance value is greater than .10. Since these values are within the specified critical limits (Çokluk, Şekercioğlu, & Büyüköztürk, 2016; Pallant, 2020), it was decided that there was no multiple linear connection problem between variables. The arithmetic mean and standard deviation values were calculated to determine the participants' perceptions of the variables. Pearson's correlation coefficients were calculated to examine the relationships between variables. Regression, path analysis, and Sobel test were used to reveal the predictive relationships between variables.

Results

Participants' Opinions on the Variables and Findings Regarding the Relationships Between Variables

The arithmetic mean and standard deviation values were calculated to reveal teachers' perceptions of empowering leadership behaviors of school principals, self-efficacy, and job satisfaction levels. The Pearson correlation coefficient was calculated to examine the relationship between the teachers' perceptions of empowering leadership behaviors of school principals, their perceptions of their own self-efficacy, and job satisfaction levels. These calculated values are presented in Table 2.

Table 2. Arithmetic Mean and Standard Deviation Values of Variables and Correlation Coefficients Between Variables (n = 260)

Variable	$\bar{x}$	SD	1	2	3	4	5	6	7	8	9	10	11
1. Delegation of Authority	4.07	.84	1										
2. Responsibility	4.24	.60	.18**	1									
3. Supporting	3.73	.93	.73**	.15*	1								
4. Efficacy for Instructional Strategies	7.55	.97	.29**	.17**	.22**	1							
5. Efficacy for Classroom Management	7.49	.99	.26**	.14*	.20**	.71**	1						
6. Efficacy for Student Engagement	7.35	1.06	.34**	.19**	.31**	.75**	.67**	1					
7. Intrinsic Satisfaction	4.07	.62	.23**	.14**	.20**	.41**	.41**	.47**	1				
8. Extrinsic Satisfaction	3.53	.76	.47**	.03	.48**	.25**	.22**	.32**	.48**	1			
9. Empowering Leadership	3.88	.75	.82**	.30**	.97**	.26**	.23**	.34**	.23**	.49**	1		
10. Self-Efficacy	7.46	.90	.33**	.19**	.27**	.91**	.88**	.90**	.48**	.29**	.31**	1	
11. Job Satisfaction	3.86	.58	.40**	.11	.38**	.39**	.37**	.46**	.89**	.83**	.40**	.46**	1

*p <.01, **p <.05

When Table 2 is examined, it is observed that teachers responded to the items related to teachers perceptions of empowering leadership behaviors of the school principal as "mostly" ($\bar{x}$ = 3.88; SD = .75), to the items related to self-efficacy as "quite sufficient" ($\bar{x}$ = 7.46; SD = .90) and to the items related to job satisfaction as "satisfied" ($\bar{x}$ = 3.86; SD = .58). In line with these findings, it can be said that teachers' perceptions of empowering leadership behaviors of school principals, teachers' perception of self-efficacy, and job satisfaction levels are high. According to the perceptions of the teachers, school principals exhibit empowering leadership behaviors with giving responsibility at the most ($\bar{x}$ = 4.24) and supporting at the least ($\bar{x}$ = 3.73); Self-efficacy perceptions of teachers are in efficacy for instructional strategies at the most ($\bar{x}$ = 7.55), and in efficacy for student engagement at the least ($\bar{x}$ = 7.35). It is seen that teachers' intrinsic satisfaction ($\bar{x}$ = 4.07) is higher than extrinsic satisfaction ($\bar{x}$ = 3.53). There are moderately positive and significant relationships between empowering leadership behaviors and self-efficacy (r = .31, p <.01); between self-efficacy and job satisfaction (r = .46, p <.01). Similarly, there is a moderate, positive, and significant relationship between job satisfaction and empowering leadership (r = .40, p <.01).

Findings Related to Regression Analysis and Path Analysis

In the study, simple regression analysis was performed to determine whether the independent variables are significant predictors of dependent variables. In addition, path analysis and Sobel test were conducted to determine whether self-efficacy had a mediator effect in the relationship between empowering leadership behaviors and job satisfaction, and how it took place in the event of mediation. The analysis results are presented in Table 3.

Table 3. Statistical Findings Regarding the Mediation Effect of Self-Efficacy in the Relationship Between Empowering Leadership Behaviors and Job Satisfaction (n = 260)

Effects	Independent Variable	Paths	Dependent Variable	β	t	p
Direct	Empowering Leadership Behaviors	→	Job Satisfaction	.63	10.06	.000
	Self-Efficacy	→	Job Satisfaction	.53	8.21	.000
	Empowering Leadership Behaviors	→	Self-Efficacy	.39	6.28	.000
Indirect	Empowering Leadership Behaviors	→	Job Satisfaction	.49	5.02	.000

In the relationship where self-efficacy is the mediator	Total Effect	Direct Effect	Indirect Effect	Bootstrap Confidence Interval	Mediator Effect Type
Empowering Leadership Behaviors → Job Satisfaction VAF = 28.57	.3185	.2275	.0910	.0508 - .1381	Partial Mediator

As can be seen from Table 3, empowering leadership behavior is a significant predictor of job satisfaction (t = 10.06, p <.001) and self-efficacy (t = 6.28, p <.001). Self-efficacy is also a significant predictor of job satisfaction (t = 8.21; p <.001). As can be seen from the path analysis in Table 3, while the standardized regression coefficient value between empowering leadership behavior and job satisfaction was β =.63 according to the direct impact model, this coefficient value was calculated as β = .49 in the indirect impact model in which the mediating effect of self-efficacy was tested. The fact that the regression coefficient in the direct effect model between two variables produces lower results as a result of the inclusion of the mediator variable in the model is interpreted as the relationship between the dependent and independent variables is partially mediated by the mediator variable included in the

model (Holmbeck, 1997, as cited in Arastaman & Özdemir, 2019). When the results of the Sobel test given in Table 3 are examined, it is seen that the Bootstrap confidence interval does not contain zero value and that teachers' perceptions of empowering leadership behaviors have an indirect (.0910) and direct effect (.2275) on their levels of job satisfaction. The fact that the VAF value calculated based on the Sobel test results is is between .20 and .80 indicates that there is partial mediation (Hair, Hult, Ringle ve Sarstedt, 2017, as cited in Ramayah, Cheah, Chuah, Ting, & Memon, 2018), that is, self-efficacy is a partial mediator variable in the relationship between empowering leadership behaviors and job satisfaction.
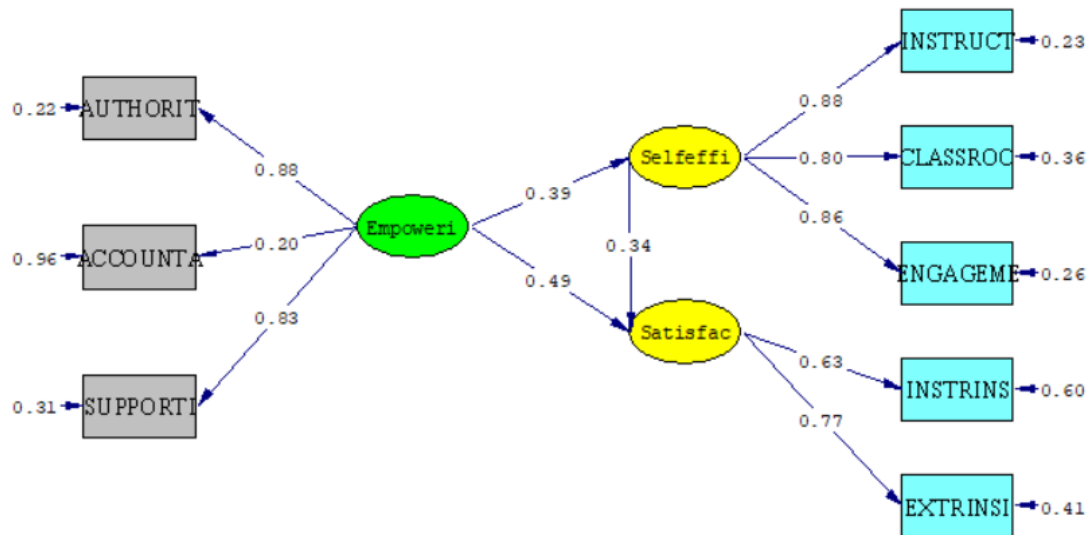

Figure 1. Path Analysis Results Regarding the Role of Self-Efficacy in the Relationship Between Empowering Leadership Behaviors and Job Satisfaction

As can be seen in Figure 1, the effect of empowering leadership behavior on job satisfaction occurs directly and through the partial mediating effect of self-efficacy. The goodness of fit indices calculated for the indirect impact model are given in Table 4. When these indices are evaluated according to the goodness of fit indices, acceptable goodness of fit indices given in Table 4, it is seen that the model has an acceptable fit.

Table 4. The goodness of Fit Indices, Acceptable Goodness of Fit Indices, and Goodness of Fit Indices of the Model

Good Fit Indices	Acceptable Fit Indices	Fit Indices of the Model	Decision
$0 \leq \chi2/sd \leq 2$	$2 < \chi2/sd \leq 5$	3.77	Acceptable
$0 \leq SRMR \leq .05$	$.05 < SRMR \leq .10$	.071	Acceptable
$.97 \leq CFI \leq 1.00$	$.95 \leq CFI < .97$	.96	Acceptable
$.95 \leq NFI \leq 1.00$	$.90 \leq NFI < .95$	.94	Acceptable
$.95 \leq GFI \leq 1.00$	$.90 \leq GFI < .95$	.94	Acceptable

Source: Çokluk et al., 2016; Meydan and Şeşen, 2011; Schermelleh-Engel, Moosbrugger, and Hans, 2003

Discussion, Conclusion, and Suggestions

In the study, as the first sub-problem of the study, teachers' perceptions of empowering leadership behaviors of school principals, self-efficacy, and their levels of job satisfaction were first examined. The findings of the study show that teachers' perceptions of empowering leadership behaviors of school principals and self-efficacy and their job satisfaction levels are high. Findings of the study regarding the empowering leadership behaviors of school principals were similar to findings of Dash and Vohra (2019), Gkorezis (2015), Gümüş (2013), Koçak and Burgaz (2017), Konan and Çelik (2017), Konczak et al. (2000), Lee and Nie (2015) Vecchio et al. (2010). As a result of the research, it was

determined that the empowering leadership behaviors of school principals were in the responsibility dimension the most, and the supportive dimension the least, according to the teachers' perceptions. This finding of the study is similar to the findings of the studies conducted by Gümüş (2013) and Konan and Çelik (2017). It is striking that although principals encourage teachers to take responsibility more to fulfill their duties related to student achievement, they show a less supportive attitude in teachers' behaviors such as making decisions on their own, sharing knowledge, developing skills, and coaching for innovative performance. Although teachers have more responsibilities due to the nature of the teaching profession, teachers may need to take more duties and responsibilities in other school-related issues besides their routine duties. It can be said that school principals should offer more support to teachers in terms of helping them fulfill their duties and responsibilities.

The findings of the study regarding teachers' self-efficacy perceptions are similar to the findings of the studies conducted by Davis (2014), DeMarco (2018), Espinoza (2013), Hammond (2017), and Zinke (2013), but differ from the findings of Kurt (2016). In the study conducted by Kurt (2016), it was determined that teachers' self-efficacy perceptions were at a "somewhat sufficient" level. The reason for the difference in the findings may be that the education level of the teachers in different sample groups is different from the current study. Although the sample of the study conducted by Kurt (2016) consists of only teachers working in secondary schools, the sample of this study also includes teachers working in primary schools. High School Entrance Exam (LGS) is held at the end of secondary school. The concrete presentation of student achievement based on the results of the LGS exam may have led teachers working at this level to associate the success of their students with their own success. This may have had an effect on teachers' self-efficacy perceptions. On the other hand, problems faced by teachers in classroom management, depending on the developmental characteristics of students at the secondary school level, may have also affected their self-efficacy perceptions.

The findings of the study regarding teachers' job satisfaction levels are similar to the findings of the studies conducted by Bogler (2001), Cerit (2009), and Dinham and Scott (2000). According to Wilkinson (1998), intrinsic motivation and participation in decision making, which are the main factors that feed job satisfaction, are very important. Participation in decision making not only provides job satisfaction but also enables better decisions to be made. This will be a good gain as it will increase the productivity of the administrators and increase the job satisfaction of the employees.

As the second sub-problem of the study, the relationship between empowering leaderdhip behaviors of school principals and teachers' self-efficacy perceptions and their levels of job satisfaction were examined. Research findings reveal that there is a moderate and positive relationship between empowering leadership behaviors and self-efficacy and job satisfaction, and a moderate and positive relationship between self-efficacy and job satisfaction. The relationship between empowering leadership behaviors and self-efficacy is similar to the results of the studies conducted by Ahearne et al. (2005), Kim and Beehr (2017) and Çelik and Konan (2021). The direct empowering effect of the leader provides an increase in the self-efficacy perceptions of the employees. Individuals with high self-efficacy can easily overcome the difficulties arising from the nature of the job and thus provide superior performance in their work (Ahearne et al., 2005). In other words, with the empowering behaviors of the leader, employees are more motivated and their self-efficacy beliefs increase. An empowering leader gives employees more control over their jobs, increasing their beliefs that they can do their jobs. An empowering leader encourages followers to complete a task successfully and cares about their opinions. If employees feel that they are making their voices heard, their sense of belonging to the organization is more likely to develop (Kim & Beehr, 2017). With empowerment, students' success and motivation increase, teacher's spiritual aspect improves, and productivity increases (Rice & Schneider, 1994; White, 1992). In schools with empowering leadership practices, teachers with high self-efficacy will likely have higher beliefs that they will be successful in certain activities in the classroom and school. Teachers with a sense of success are more comfortable at school and can use different techniques in classroom practices. In the research conducted by Aslantaş (2007), it was determined that the responsibility dimension of empowering leader behavior has a significant effect on the meaning, competence, and

impact dimensions of psychological empowerment. In other words, as a result of the employees fulfilling a task assigned to them and holding them responsible for the results of this task, employees will have a sense of meaning about the job, their self-belief will increase and they will be able to affect the results of the work.

The finding regarding the significant relationship between empowering leadership behaviors and job satisfaction is similar to the results of the studies conducted by Amundsen and Martinsen (2015), Cevahir (2004), Dewettinck and van Ameijde (2011), Konczak et al. (2000), Vecchio et al. (2010). In a study conducted by Amundsen and Martinsen (2015), it was found that the job satisfaction and work effort of employees who experienced psychological reinforcement as a result of empowering leadership practices increased. Considering the power-sharing, supportive and motivational aspects of empowering leadership, it can be said to have a positive effect on job satisfaction, work effort, and creativity (Amundsen & Martinsen, 2015). In the study conducted by Cevahir (2004), it was determined that empowering leadership increased job satisfaction in the sub-dimensions of responsibility, self-decision-making-skill development, and coaching for innovative performance. Administrators encouraging employees to engage in and participate in teamwork, giving importance to factors such as giving responsibility, etc. ensures that employees feel proud about their jobs, increase their job satisfaction, and work better (Wilkinson, 1998). School principals holding teachers responsible for student achievement and the activities they are assigned to, and empowering teachers to make decisions about activities at school, helping teachers to create their solutions in solving problems, providing information when necessary, encouraging teachers who are open to innovations, and supporting teachers' professional development can be expressed as empowering leadership behaviors. It can be said that positive organizational results such as job satisfaction, organizational commitment, and performance increase can be obtained as a result of empowering teachers. While the finding regarding the significant relationship between self-efficacy and job satisfaction is similar to the findings of the studies conducted by Buluç and Demir (2015), Kalkan (2020) and Yıldırım (2015), it differs from the findings of Kasalak and Dağyar (2020). As a result of the study in which the meta-analysis of 35 studies conducted by Kalkan (2020) on the subject was presented, a moderate and potent relationship was found between teachers' self-efficacy beliefs and job satisfaction levels. In the meta-analysis study conducted by Kasalak and Dağyar (2020) based on the research data of TALIS (2008, 2013, and 2018), a weak and positive relationship was found between teachers' self-efficacy perceptions and job satisfaction levels. In short, it can be said that teachers' job satisfaction levels are related to their self-efficacy perceptions, and as their self-efficacy increases, their job satisfaction levels may also increase.

As the third sub-problem of the study, it was examined whether the independent variables are significant predictors of the dependent variables. Research findings reveal that independent variables are significant predictors of dependent variables. The finding that empowering leadership behaviors are predictors of self-efficacy is similar to the results of the researches conducted by Ahearne et al. (2005), Çelik ve Konan (2021), Kim and Beehr (2017). The finding that empowering leadership behaviors are a predictor of job satisfaction is similar to the results of the researches conducted by Amundsen and Martinsen (2015), Cevahir (2004) Dewettinck and van Ameijde (2011) Konczak et al. (2000), and Vecchio et al. (2010). The finding that self-efficacy is a predictor of job satisfaction is similar to the results of the researches conducted by Buluç and Demir (2015) and Yıldırım (2015).

As the fourth sub-problem, it was examined whether self-efficacy had a mediating effect on the relationship between empowering leadership behaviors and job satisfaction. The findings of the study show that self-efficacy has a partial mediating effect in the relationship between empowering leadership behaviors and job satisfaction. In other words, it can be said that teachers 'perceptions of school principals' empowering leadership behaviors have a direct and indirect effect on their job satisfaction levels, and the indirect effect is partially through self-efficacy. Lack of studies demonstrating that self-efficacy has a mediating effect on the relationship between empowering leadership behavior and job satisfaction in the literature has led to limitations in comparing the research results. On the other hand, there are studies in the literature that reveal the effect of empowering leadership behavior on job

satisfaction through different variables (Dewettinck & van Ameijde, 2011; Konczak et al., 2000; Vecchio et al., 2010). According to Dewettinck and van Ameijde (2011), the psychological empowerment tool is variable in the relationship between the empowering behaviors of the leader and job satisfaction. In the study conducted by Konczak et al. (2000), the psychological empowerment tool was found as a mediator variable in the relationship between empowering behaviors of the leader, job satisfaction, and organizational commitment. In a study conducted by Vecchio et al. (2010) in high schools, it was found that empowering leadership behavior affect job satisfaction through job performance. According to Çelik and Konan (2021) although self-efficacy has a partial mediating role in the relationship between empowering leadership and organizational citizenship behavior, it can be said that the empowering leadership behaviors of school principals will increase the self-efficacy perceptions of teachers and will be more effective for organizational citizenship behaviors. Depending on the results of these study, it can be said that empowering leadership behaviors may have a direct effect on job satisfaction, and this effect can be realized through different variables.

The research was tried to be conducted by considering the basic principles such as respect for the person, usefulness, non-harm, justice, integrity, and honesty (Ersoy, 2015). In determining the participants of the study, volunteerism was taken as a basis and no class (gender, racial and ethnic minority, etc.) discrimination was made. In the study, the measurement tools were distributed by the researchers personally for the participants to express their opinions about their administrators and they were expected to fill in the measurement tools.

This study has its strengths and weaknesses. Although the research is not experimental, it may be affected by factors affecting internal and external validity as in experimental studies. The fact that the data was collected over a period of two months and after the mid-term break suggests the possibility of the school administrator changing in the process or assigning a new teacher to the school. It is not known whether the opinions of the participants are related to their current administrators or their former administrators. Likewise, since it is not known how long the participants have been working at that school, it cannot be said that the results of the research reflect the teachers in the Antakya district of Hatay province. On the other hand, it can be said that the research results can only be generalized to Antakya district since the sample of the research consists of only a limited number of teachers in the Antakya district of Hatay province. However, the research model needs to be tested in larger samples. The assumption that school administrators 'empowering leadership behaviors can be demonstrated based on teachers' opinions also requires caution in interpreting research results. Failure to establish behaviors based on observations can be considered as a weakness of the research. Despite these weaknesses, the research provides important contributions to the literature in some ways. With this study, teachers' views on the leadership of school administrators were revealed. In addition, teachers' self-efficacy perceptions and job satisfaction levels were also determined. The fact that the study shows the relationship between the empowering leadership of the school administrator and the teacher's self-efficacy perceptions and job satisfaction levels and the effect of self-efficacy between empowering leadership and job satisfaction may guide future studies with these variables in different samples.

The results of the research are very important for school administrators, education lawyers, and researchers. The results of the research show that school administrators have the potential to affect teachers' self-efficacy perceptions and job satisfaction levels with their leadership. School administrators can show that they trust teachers by giving them more authority and responsibility in their work. However, school administrators should support teachers so that these authorities and responsibilities are not affected by psychological pressure. Teachers who trust and get the support of the school administrator will naturally realize that they have the power to fulfill more challenging tasks. The success of challenging tasks will probably affect teachers' job satisfaction. The authorities and responsibilities of the school principal are determined by legal adjustments depending on the type of school (for example, the Ministry of National Education Regulation on Primary Education Institutions). Considering the binding nature of these regulations and the criminal consequences of failure to comply with the regulations, it may be natural that school principals do not want to share their authorities and

responsibilities. Sharing authority and responsibility with employees is in the elements of empowering leadership. For empowering leadership to be disseminated among school administrators, it may be possible for education lawyers to make new legal regulations that support the sharing of authorities and responsibilities with employees.

This study, which examines the relationships between empowering leadership behaviors of school principals and teachers' self-efficacy perceptions and job satisfaction, was conducted for teachers working in primary education. With empowering leadership in educational organizations, teachers' relationship with other organizational variables such as organizational trust, organizational commitment, motivation, innovation behavior, organizational citizenship behavior, organizational loyalty can be examined. It is thought that researches to be conducted with different levels and samples will contribute to a clearer understanding of the importance of these two concepts. This research was conducted in a quantitative design. On the other hand, studies in mixed designs can also be consucted. Job satisfaction and self-efficacy are very important for teachers to be more productive and efficient in their jobs. For this reason, it can be said that empowering leadership practices should be given priority for increasing teachers' job satisfaction and self-efficacy perceptions. It should be taken into consideration that giving teachers more authorities and responsibilities and supporting them by school principals will affect the perception of self-efficacy and job satisfaction.

References

Ahearne, M., Mathieu, J. E., & 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. *The Journal of Applied Psychology, 90*(5), 945-955. doi:10.1037/0021-9010.90.5.945

Akşit Aşık, N. A. (2010). Çalışanların iş doyumunu etkileyen bireysel ve örgütsel faktörler ile sonuçlarına ilişkin kavramsal bir değerlendirme. *Türk İdare Dergisi*, 467, 31-51.

Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment, and engagement on affective commitment and turnover intentions in community health service workers test of a model. *Leadership in Health Services, 24*(3), 228-237. doi:10.1108/17511871111151126

Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *Leadership Quarterly, 25*(3), 487-511. doi:10.1016/j.leaqua.2013.11.009

Amundsen, S., & Martinsen, Ø. L. (2015). Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and psychological empowerment. *Journal of Leadership ve Organizational Studies, 22*(3), 304-323. doi:10.1177/1548051814565819

Arastaman G., & Özdemir, M. (2019). Lise öğrencilerinin görüşlerine göre akademik isteklilik, akademik benlik yeterliği ve kültürel sermaye arasındaki ilişki. *Education and Science*, *44*(197), 105-119. doi:10.15390/EB.2019.8103

Arnold, J. J., 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*(3), 249-269. doi:10.1002/(SICI)1099-1379(200005)21:3<249::AID-JOB10>3.0.CO;2-%23

Aslantaş, C. (2007). Güçlendirici lider davranışının psikolojik güçlendirme üzerindeki etkisini belirlemeye yönelik görgül bir araştırma. *Anadolu Üniversitesi Sosyal Bilimler Dergisi, 7*(2), 227-240.

Assen, M. F. (2020). Empowering leadership and contextual ambidexterity- the mediating role of committed leadership for continuous improvement. *European Management Journal, 38*(3), 435-449. doi:10.1016/j.emj.2019.12.002

Baloğlu, N., Karadağ, E., Çalışkan, N., & Korkmaz, T. (2006). İlköğretim öğretmenlerinin mesleki benlik saygısı ve iş doyumları arasındaki ilişkinin değerlendirilmesi. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi, 7*(2), 345-358.

Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.

Baycan, A. (1985). *An analysis of several aspects of job satisfaction between different occupational groups* (Unpublished master's thesis). Boğaziçi University, Institute of Social Sciences, İstanbul.

Bixby, K. M. (2016). *The mediation of empowering leadership on psychological empowerment with organizational commitment and job satisfaction* (Unpublished doctoral dissertation). Anderson University, USA.

Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly, 37*(5), 662-683. doi:10.1177/00131610121969460

Buluç, B., & Demir, S. (2015). İlk ve ortaokul öğretmenlerinin öz-yeterlik algıları ile iş doyumları arasındaki ilişki. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 16*(1), 289-308.

Can, A. (2013). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi.* Ankara: Pegem Yayıncılık.

Cerit, Y. (2009). The effects of servant leadership behaviors of school principals on teachers' job satisfaction. *Educational Management Administration ve Leadership, 37*(5) 600-623. doi:10.1177/1741143209339650

Cevahir, H. (2004). *Güçlendirici liderlik davranışları ile örgütsel bağlılık ve iş tatmini arasındaki ilişki üzerine bir araştırma* (Unpublished master's thesis). Gebze Technical University, Institute of Social Sciences, Kocaeli.

Cingöz, A., & Akdoğan, A. (2014). Örgütsel ustalık (organizational ambidexterity): Örgütsel ustalık düzeyini belirlemede araştırıcı ve yararlanıcı stratejilerin etkileşimsel rolü. *Aksaray Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 7*(1), 59-67.

Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review, 13*(3), 471-482. doi:10.2307/258093

Crisci, A., Sepe, E., & Malafronte, P. (2019). What influences teachers' job satisfaction and how to improve, develop and reorganize the school activities associated with them. *Qual Quant, 53*(1), 2403-2419. doi:10.1007/s11135-018-0749-y

Çağlar, Ç., & Demirtaş, H. (2011). Dershane öğretmenlerinde tükenmişlik ve iş doyumu. *E-International Journal of Educational Research, 2*(2), 30-49.

Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The development and validation of a Turkish version of teachers' sense of efficacy scale. *Education and Science, 30*(137), 74-81.

Çelik, O. T., & Konan, N. (2021). Okul müdürlerinin güçlendirici liderliği ile öğretmenlerin özyeterliği ve örgütsel vatandaşlık davranışları arasındaki ilişki. *Eğitim ve Bilim, 46*(206), 241-261. doi:10.15390/EB.2020.8841

Çoğaltay, N., Yalçın, M., & Karadağ, E. (2016). Educational leadership and job satisfaction of teachers: A meta-analysis study on the studies published between 2000 and 2016 in Turkey. *Eurasian Journal of Educational Research, 62*, 255-282. doi:10.14689/ejer.2016.62.13Çokluk, Ö. Şekericioğlu, G., & Büyüköztürk, Ş. (2016). *Sosyal bilimler için çok değişkenli istatsitik SPSS ve lisrel uygulamaları*. Ankara: Pegem Yayıncılık.

Dash, S. S., & Vohra, N. (2019). The leadership of the school principal impact on teachers' job crafting, alienation and commitment. *Management Research Review, 42*(3), 352-369. doi:10.1108/MRR-11-2017-0384

Davis, M. D. (2014). *The relationship between distributed leadership, school culture, and teacher self-efficacy* (Unpublished doctoral dissertation). Canyon University, USA.

DeMarco, A. L. (2018). *The relationship between distributive leadership, school culture, and teacher self-efficacy at the middle school level* (Unpublished doctoral dissertation). Seton Hall University, USA.

Dewettinck, K., & van Ameijde, M. (2011). Linking leadership empowerment behavior to employee attitudes and behavioral intentions: Testing the mediating role of psychological empowerment. *Personnel Review, 40*(3), 284-305. doi:10.1108/00483481111118621

Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration, 38*(4), 379-396. doi:10.1108/09578230010373633

Diri, M. S., & Kıral, E. (2016). Ortaokul öğretmenlerinin iş doyumlarının mesleki tükenmişlik düzeylerine etkisi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 39, 125-149. doi:10.21764/efd.81587

Eğriboyun, D. (2015). Ortaöğretim okullarında görev yapan yönetici ve öğretmenlerin liderlik uygulamaları ve iş doyumu algıları arasındaki ilişki. *Gaziantep University Journal of Social Sciences, 14*(1), 241-275.

Ersoy, N. (2015). Araştırma etiği. *Kocaeli Üniversitesi Sağlık Bilimleri Dergisi, 1*(1), 2-8.

Espinoza, S. M. (2013). *The effects of principal's transformational leadership behaviors on teacher leadership development and teacher self-efficacy* (Unpublished doctoral dissertation). The University of Texas Pan-America, USA.

Gedik, A., & Üstüner, M. (2017). Eğitim örgütlerinde örgütsel bağlılık ve iş doyumu ilişkisi: Bir meta analiz çalışması. *E-Uluslararası Eğitim Araştırmaları Dergisi, 8*(2), 41-57.

Gkorezis, P. (2015). Principal empowering leadership and teacher innovative behavior: A moderated mediation model. *International Journal of Educational Management, 30*(6), 1030-1044. doi:10.1108/IJEM-08-2015-0113

Gümüş, A. (2013). *İlkokul yöneticilerinde güçlendirici liderlik davranışları ile öğretmenlerde örgütsel bağlılık ilişkisi: Psikolojik güçlendirmenin aracılık rolü (Ankara ili örneği)* (Unpublished master's thesis). Gazi University, Institute of Education Sciences, Ankara.

Hammond, H. G. (2017). *Correlating teacher empowerment and self-efficacy to teacher perceptions of principal servant leadership* (Unpublished doctoral dissertation). Grand Canyon University, USA.

Iverson, R. D., & Currivan, D. B. (2003). Union participation, job satisfaction, and employee turnover: An event-history analysis of the exit-voice hypothesis. *Industrial Relations, 42*(1), 101-105. doi:10.1111/1468-232X.00279

Jada, U. R., Mukhopadhyay, S., & Titiyal, R. (2019). Empowering leadership and innovative work behavior: A moderated mediation examination. *Journal of Knowledge Management, 23*(5), 915-930. doi:10.1108/JKM-08-2018-0533

Kalkan, F. (2020). Öğretmenlerin öz yeterlik inançları ve iş doyumu düzeyleri arasındaki ilişki: Bir meta analiz çalışması. *Education and Science, 45*(204), 317-343. doi:10.15390/EB.2020.8549

Karadağ, E., Başaran, A., & Korkmaz, T. (2009). İlköğretim okulu öğretmenlerinin algıladıkları liderlik biçimleri ile iş doyumları arasındaki ilişki. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 12*(21), 32-45.

Karakaya, İ. (2012). Bilimsel araştırma yöntemleri. In A. Tanrıöğren (Ed.), *Bilimsel araştırma yöntemleri* (pp. 57-83). Ankara: Anı Yayıncılık.

Kasalak, G., & Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning ınternational Survey (TALIS). *Educational Sciences: Theory and Practice, 20*(3), 16-33. doi:10.12738/jestp.2020.3.002

Keller, T., & Dansereaul, F. (1995). Leadership and empowerment: A social exchange perspective. *Human Relations, 48*(2), 127-146. doi:10.1177/001872679504800202

Kılınç, A. Ç., Polatcan, M., Atmaca, T., & Koşar, M. (2021). Öğretmen mesleki öğrenmesinin yordayıcıları olarak öğretmen öz yeterliği ve bireysel akademik iyimserlik: Bir yapısal eşitlik modellemesi*. Education and Science, 46*(205), 373-394. doi:10.15390/EB.2020.8966

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 ve Organizational Studies, 24*(4), 466-478. doi:10.1177/1548051817702078

Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal, 42*(1), 58-74. doi:10.2307/256874

Koçak, R., & Eves, S (2010). Okul yöneticilerinin iş doyumları ile problem çözme becerileri arasındaki ilişki. *Uluslararası İnsan Bilimleri Dergisi, 7*(1), 193-212.

Koçak, S., & Burgaz, B. (2017). Ortaöğretim kurumlarındaki psikolojik sözleşme üzerinde güçlendirici liderlik davranışlarının rolü. *Education and Science, 42*(191), 351-369. doi:10.15390/EB.2017.7101

Konan, N., & Çelik, O. T. (2017). Okul müdürlerinin güçlendirici liderliğine ilişkin öğretmen algısı. *Bartın Üniversitesi Eğitim Fakültesi Dergisi, 6*(1), 322-335. doi:10.14686/buefad.274186

Konan, N., & Çelik O. T. (2018). Güçlendirici liderlik ölçeğinin eğitim örgütleri için Türkçe'ye uyarlaması: Geçerlik ve güvenirlik çalışması. *Kastamonu Education Journal, 26*(4), 1043-1054. doi:10.24106/kefdergi.434140

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. doi:10.1177/00131640021970420

Kurt, T. (2016). Öğretmen liderliğini açıklamaya yönelik bir model: Dağıtımcı liderlik, örgütsel öğrenme ve öğretmenlerin öz yeterlik algısının öğretmen liderliğine etkisi. *Education and Science, 41*(183), 1-28. doi:10.15390/EB.2016.5081

Lee, A. N., & Nie, Y. (2015). Teachers' perceptions of school leaders' empowering behaviors and psychological empowerment: Evidence from a Singapore sample. *Educational Management Administration and Leadership, 45*(2), 260-283. doi:10.1177/1741143215578448

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management, 28*(1), 27-42. doi:10.1080/13632434.2019.1596077

Liu, W., Lepak, D. P., Takeuchi, R., & Sims, H. P. (2003). Matching leadership styles with employment modes: Strategic human resource management perspective. *Human Resource Management Review, 13*(1), 127-152. doi:10.1016/S1053-4822(02)00102-X

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.

Manz, C. C., & Sims, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly, 32*(1), 106-129. doi:10.2307/2392745

Meydan, C. H., & Şeşen, H. (2011). *Yapısal eşitlik modellemesi amos uygulamaları.* Ankara: Detay Yayıncılık.

Mom, T. J. M., Van den Bosch, F. A. J., & Volberda, H. W. (2009). Understanding variation in managers' ambidexterity: Investigating direct and interaction effects of formal structural and personal coordination mechanisms. *Organization Science, 20*(4), 812-828. doi:10.1287/orsc.1090.0427

Özyıldırım, G. (2018). *Öğretmen adaylarının özyeterlik inançlarının sınıf yönetiminde etik duyarlık düzeylerine etkisi* (Unpublished doctoral dissertation). Akdeniz University, Institute of Education Sciences, Antalya.

Pallant, J. (2020). *Spss kullanma klavuzu: SPSS ile adım adım veri analizi* (S. Balcı & B. Ahi, Trans.). Ankara: Anı Yayıncılık.

Ramayah, T., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2016). *Partial least squares structural equation modeling (PLS-SEM) using SmartPLS 3.0: An updated and practical guide to statistical analysis.* (2nd ed.). Kuala Lumpur, Malaysia: Pearson.

Rice, E. M., & Schneider, G. T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision making, 1980- 1991. *Journal of Educational Administration, 32*(1), 43-58. doi:10.1108/09578239410051844

Robinson, V., Hohepa, M., & Lloyd, C. (2007). *School leadership and student outcomes: Identifying WhatWorks and Why*. Retrieved from https://www.researchgate.net/publication/242493851_School_Leadership_and_Student_Outcomes_Identifying_What_Works_and_Why_Best_Evidence_Synthesis_Iteration_BESSağnak, M. (2012). The empowering leadership and teachers' innovative behavior: The mediating role of innovation climate. *African Journal of Business Management, 6*(4), 1635-1641. doi:10.5897/AJBM11.2162

Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online*, *8*(2), 23-74.

Shah, R., & Ward, P. T. (2003). Learn manufacturing: Context, practice bundles, and performance. *Journal of Operations Management, 21*(2), 129-149. doi:10.1016/S0272-6963(02)00108-0

Siachou, E., & Gkorezis, P. (2018). Empowering leadership and organizational ambidexterity: A moderated mediation model. *Evidence-based HRM: A Global Forum for Empirical Scholarship, 6*(1), 94-116. doi:10.1108/EBHRM-02-2017-0010

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal, 38*(5), 1442-1465. doi:10.2307/256865

Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *The Academy of Management Journal, 49*(6), 1239-1251. doi:10.2307/20159830

Strydom, L., Nortjé, N., Beukes, R., & Esterhuyse, K. (2012). Job satisfaction amongst teachers at special needs schools. *South African Journal of Education, 32*(3), 255-266.

Taş, A. ve Selvitopu, A. (2020). Lise öğretmenlerinin iş doyumu ve mesleki motivasyon düzeylerinin incelenmesi. *Bayburt Eğitim Fakültesi Dergisi, 15*(29), 23-42. doi:10.35675/befdergi.426989

Taşdan, M., & Tiryaki, E. (2008). Comparison of the level of job satisfaction between at private and state primary school teachers. *Education and Science, 33*(147), 54-70.

Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *The Academy of Management Review, 15*(4), 666-681. doi:10.2307/258687

Tschannen-Moran, M., & Woolfolk-Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805. doi:10.1016/S0742-051X(01)00036-1

Vecchio, R. P., Justin, J. E., & Pearce, C. L. (2010). Empowering leadership: An examination of mediating mechanisms within a hierarchical structure. *The Leadership Quarterly, 21*(3), 530-542. doi:10.1016/j.leaqua.2010.03.014

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). Manual for the Minnesota satisfaction questionnaire. *Minneapolis: University of Minnesota.* Retrieved from http://vpr.psych.umn.edu/sites/vpr.dl.umn.edu/files/monograph_xxii_-_manual_for_the_mn_satisfaction_questionnaire.pdf

White, P. A. (1992). Teacher empowerment under ideal school-site autonomy. *Educational Evaluation and Policy Analysis, 14*(1), 69-82. doi:10.2307/1164528

Wibowo, A., & Hayati, N. R. (2019). Empowering leadership and trust on team learning behavior. *Journal of Management Development, 38*(3), 238-248. doi:10.1108/JMD-11-2018-0335

Wilkinson, A. (1998). Empowerment: Theory and practice. *Personnel Review, 27*(1), 40-56. doi:10.1108/00483489810368549

Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri.* Ankara: Seçkin Yayıncılık.

Yıldırım, İ. (2015). A study on physical education teachers: The correlation between self-efficacy and job satisfaction. *Education, 135*(4), 477-485.

Yılmaz, H. (2011). *Güçlendirici liderlik.* İstanbul: Beta.

Yun, S., Cox, J., & Sims, H. P. (2006). The forgotten follower: A contingency model of leadership and follower self-leadership. *Journal of Managerial Psychology, 21*(4), 374-388. doi:10.1108/02683940610663141

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and follower creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal, 53*(1), 107-128. doi:10.5465/AMJ.2010.48037118

Zeinabadi, H., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organizational commitment in Organizational Citizenship Behavior (OCB) of teachers: Proposing a modified social exchange model. *Procedia Social and Behavioral Sciences,* 29, 1472-1481. doi:10.1016/j.sbspro.2011.11.387

Zhou, J., & George, J. (2001). When job satisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal, 44*(4), 682-97. doi:10.2307/3069410

Zhu, C. H. (2011). *The empirical research about the impact of empowering leadership to employees' organizational citizenship behavior: The mediated moderation model* (Unpublished master's thesis). Shanghai University, Çin.

Zinke, A. F. (2013). *The relationship between shared leadership, teacher self-efficacy, and student achievement* (Unpublished doctoral dissertation). The University of Southern Mississippi, USA.