



The Relationship between School Principals' Empowering Leadership with Teachers' Self-Efficiency and Organizational Citizenship Behaviors

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Abstract

This study deals with the relationship between school principals' empowering leadership with teachers' self-efficiency and organizational citizenship behaviours. The target universe for the survey is the teachers teaching in central towns of Malatya province while the sample consists of 483 of them who voluntarily and properly filled the survey. Hypotheses were set prior to the relationship between variables and then the model based on these hypotheses were tested by means of SEM and moderator tests. The results show that the empowering leadership of school principals positively predicted teachers' self-efficacy and organizational citizenship behaviors, and teachers' self-efficacy positively predicted their organizational citizenship behaviors. However, it explains 16% of the variance in teachers' self-efficiency while the model explains 50% of the variance in organizational citizenship behaviours. Finally, it has been revealed that within the relationship between teachers' organizational citizenship behaviours and empowering leadership; teachers' self-efficiency has a partial moderator role. So it can be stated that our hypothesis on the relationship between school principals' empowering leadership, teachers' perceptions on self-efficacy and organizational citizenship behaviours have been proved while the model based on these hypothesis have also been proven prior to the results of real tests.

Keywords

Empowerment
Empowering Leadership
Teacher Empowerment
Self-Efficiency
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Introduction

It is mostly emphasized that teachers play the key role for both schools and students' success in the literature (Ellis, 2012; Mahipalan, Sheena, & Muhammed, 2019; Mansor, Darus, & Dali, 2013). Teachers fulfil a vital role in students' lives by promoting their individual development at an early stage. Moreover, teachers are not only vital for learning outcomes and students' success; but also necessary for strong schools promoting the learning process. Thus, when we bring school-based development and education reform into our agenda; strengthening teachers is emphasized to realize planned reforms and reach goals (Bogler & Somech, 2004; Çelik & Atik, 2020; Reitzug, 1994; Sağnak, 2012; Short & Rinehart 1992). The attention paid to strengthening teachers depends on the belief that teachers' expertise and problem-solving skills will contribute to students' learning and school effectiveness. So the uprising interest on strengthening teachers has led scholars to search for the questions such as whom and how to strengthen efficiently these teachers or what the individual and organizational outcomes of strengthening are.

Strengthening teachers is the duty of school principals as empowering leaders (Bogler & Somech, 2005; Dee, Henkin, & Duemer, 2003; Lee & Nie, 2014; Vrhovnik, Maric, Znidarsic, & Jordan, 2018). It has been observed that empowering school leaders will be much more effective in satisfying teacher autonomy and development and in developing their potentials by creating contextual environments (Bass, 1985; Blase & Blase, 1997; Lee & Nie, 2013). Blase and Blase (2001) stated that principals' strategies affect teachers' behaviours, thoughts and attitudes to a wide range. School leaders' actions create appropriate circumstances for teachers to develop their teaching practices in addition to enhancing trust and reputation. Moreover school principals, by promoting decision making and risk taking, supply enough time for cooperating and joint planning (Ellis, 2012).

Leadership styles of managers can play a crucial role in both positive work outputs and workers' behaviours (Yukl, 2008). Hence, the increasing number of studies on empowering teachers proves that school principals generally play positive roles in order to strengthen teachers at school. For instance, strengthening teachers has deep impacts on school effectiveness and students' success (Sweetland & Hoy, 2000), increasing teachers' self-motivation (Davis & Wilson, 2000; İhtiyaroğlu, 2017), teachers' job satisfaction (Atik & Celik, 2020; Yangaiya & Magaji, 2015), teachers' burnout (Kaya & Altinkurt, 2018), teachers' carelessness (Kıral, 2015), teachers' perception for psychological empowerment (Lee & Nie, 2015), teachers' professional commitment and organizational citizenship behaviours (Bogler & Somech, 2004; Kıral, 2020) while decreasing teachers' burnout (Kaya & Altinkurt, 2018) and job-leaving (Dee et al., 2003). However, empowering workers has also paradoxical sides as well (Cheong, Yammarino, Dionne, Spain, & Tsai, 2019), while it is claimed that conflicts and job stress will increase when teachers are included in decision making (Short & Rineheart, 1992).

Empowering teachers has been discussed; correspond to related literature, in terms of structural and psychological empowering theories. One of the latest approaches considering empowering as a leadership style derived from structural empowering within the last decade is empowering leadership. Thus, studies dealing with the impacts of empowering leadership on teachers and school organizations are certainly needed. The main motivation for this study is to reveal the relationship between empowering leadership behaviours of school principals, teachers' organizational citizenship behaviours which are leading factors for school effectiveness and students' success, and teachers' self-efficiency as an indicator for empowering.

Conceptual Framework

Empowering Leadership

Though empowering has become a popular theme for various organizations, generally it is being used in different meanings because of several points of view against the term. First, two early theories emerged for empowering in the literature. The very first of them is the approach named as socio-structural/structural empowering. Structural empowering is defined as a series of actions including delegation and assigning responsibility in the hierarchy in order to increase workers' decision making power within fulfilling their duties (Leach, Wall, & Jackson, 2003). Prior to this approach; empowering is defined as the opportunities for power, autonomy, selection and responsibilities (Lightfoot, 1986), giving authorization and responsibility (Kim, Beehr, & Prewett, 2018); while by many others as the power for being in decision making and controlling crucial decisions (Bolin, 1989; Sweetland & Hoy, 2000; Wall & Rinehart, 1997; Zembylas & Papanastasiou, 2005). Hence, empowering teachers, with regard to structural empowering, can be conceptualized as the organizational conditions in which teachers are given authority, power and responsibility and included in decision-making in order to enhance teaching and learning process.

Psychological empowering approach, on the contrary to structural one, concentrates on real motivation rather than managerial practices to increase individuals' power levels. Empowering is conceptualized, related to organizations, as workers' psychological state instead of power opportunities enabled by managing bodies (Dee et al., 2003). With this regard, Conger and Kanungo (1988) accept empowering as motivational structure; whereas, Thomas and Velthouse (1990) claim that it is a series of cognition created by working environment or context. Especially, increasing workers' self-efficiency perceptions is emphasized within this cognitive structure (Conger & Kanungo, 1988; Hemric, Eury, & Shellman, 2010; Kaya & Altinkurt, 2018; Moye, Henkin, & Egley, 2005). Spreitzer (1995) defines psychological empowering through four cognitive reflecting active work roles. These are meaning, competence, autonomy and impact. Short and Rineheart (1992), emphasizing empowering teachers psychologically, conceptualizes empowering as a structure including *decision making*, *status*, *autonomy*, *professional development*, *self-efficiency* and *impact*. *Decision-making* stands for teachers' participation in decisions related to themselves; while *status* includes their perceptions for being paid proper reputation and admiration from their colleagues, enough support, being benefitted by other teachers in terms of their current experience and knowledge; however, through *autonomy* teachers feel that they subdue over some parts of their professional life including timing and curriculum; *professional development* defines teachers perceptions that their school equips them with proper opportunities to develop professionally, continue learning and develop their skills; *self-efficiency* presents their belief that individuals have the necessary knowledge and skills to improve a situation on which they are functioning; whereas *impact* refers that teachers are effective on studies, decisions, students and parents .

As a further step for structural empowering another approach for empowering is empowering leadership. While structural empowering focuses on managerial and organizational practices to empower workers; empowering leadership includes empowering workers psychologically and affecting them prior to organizational goals also using structural empowering as a mean. Hence, empowering leadership is a wider concept combining both structural and psychological empowerment. Especially, at the beginning of the 2000s; scholars like Kirkman and Rosen (1999), Arnold, Arad, Rhoades, and Drasgow (2000), Konczak, Stelly, and Trusty (2000), Ahearne, Mathieu, and Rapp (2005) intended to conceptualize empowering leadership and tried to develop surveys. Although they couldn't agree on determining what the best way was to survey empowering leadership; they could reach an agreement that this type of leadership includes a series of behaviours to empower followers (Lee, Willis, & Tian, 2017).

In traditional leadership, acting to reach organizational goals is under the leader's, pre-assigned by the organization itself, responsibility. Thus, the authority is at the leader's hand. However, within

empowering leadership, sharing the authority with followers and increasing workers' impact and self-motivation are mentioned. Cheong et al. (2019) consider empowering leadership as being in behavioural approaches, focusing on support for work and relation, including gaining autonomy, participative decision-making, idealized impact and ethical tendency. Liu, Lepak, Takeuchi, and Sims (2003) defines as a leadership style promoting self-control development and act autonomously; while Amundsen and Martinsen (2014) takes it as sharing the power to increase workers autonomous working and motivation within overall organizational objectives and affecting followers by means of motivational support and development. Through these definitions increasing workers autonomy and so their motivation is strongly emphasized.

Though, empowering leadership has a common conceptual framework with other positive leadership styles such as participative leadership, transformative leadership and leader-member exchange; some scholars such as Amundsen and Martinsen, (2014) and Sharma and Kirkman, (2015) have revealed its uniqueness. Empowering leadership is conceptually wider than participative leadership because it includes more than merely participate in decision-making while participating decision-making is only a sub-dimension of empowering leadership (Kim et al., 2018). Transformative leaders can show behaviours such as idealized impact, intellectual excitation, individualized situations, inspirational motivating acts without transferring much control or authority to their followers (Sharma & Kirkman, 2015); whereas, empowering leaders share power with followers to control.

There are different classifications related to empowering leadership with regard to its being a new leadership type. Amundsen and Martinsen (2014) has conceptualized empowering leadership through three components and eight different leader behaviours within these components. These components are power-sharing, motivation support and improvement support. While sharing authority includes "authorization" and "coordination & information exchange"; motivation support deals with "promoting initiatives", "promoting goals", "supporting competences" and "inspiring behaviours" and finally improvement support is related to "modelling" and "supervision". Lee and Nie (2013) classifies empowering leadership as delegation, intellectual excitation, approval and agreement, stating a vision, promoting cooperative relations, supplying individual support and interest and role-modelling; whereas, Konczak et al. (2000), classifies as authorization, responsibility, self-decision-making, sharing information, developing skills, mentoring for innovative performance. Authorization means allowing followers to make their own decisions on their duties; responsibility lets these authorized followers to take responsibilities; while self-decision-making means supporting followers on their decisions by managers and sharing-information lets followers to increase their performances by equipping them with necessary information; developing skills stands for managers support for their seniors to develop themselves and finally, mentoring for innovative performance means promoting new ideas and practices. The classification of Konczak et al. (2000) has been followed within this study.

Prawat (1991) designed empowering leaders' behaviours as supporting, enabling and expediting; while Reitzug (1994) enlarged this design. However, Blase and Blase (1997) stated leader behaviours, increasing teachers' empowerment, as trusting on teachers, developing common managerial structures, promoting individual inputs; promoting individual teacher autonomy, innovationists, creativeness, risk-taking, and rewarding, supporting, attention, enthusiasm, optimism, honesty and sincerity.

Besides the on-going attempts to conceptualize empowering leadership as different structures; there are strong ideas that empowering school leaders increase teachers' psychological improvement, professional self-motivation and organizational commitment (Konczak et al., 2000; Vrhovnik et al., 2018). Thus, further studies dealing with the effects of empowering leadership at schools are needed. Hence, within this study, the impact of empowering leadership behaviours on teachers' perception of self-efficiency and organizational citizenship behaviours is analysed.

Organizational Citizenship Behaviours

A way of defining a teacher's effectiveness is to observe his/her behaviours which are likely to affect a school's overall practices directly or indirectly. Besides their pre-defined roles; teachers also act autonomous behaviours which are expected to be useful for the organization in the long term. These autonomous behaviours are called as extra roles or organizational citizenship behaviours. Organizational citizenship behaviours are one of the frequently studied themes within organizational behavioural literature (Mahipalan et al., 2019). Although, OCB is rarely studied within teaching context; however considering teaching as one of the widest profession all around the world, the impact of organizational citizenship behaviours on teaching habit is vital (Jimmieson, Hannam, & Yeo, 2010).

OCB are defined as workers' actions which have not yet been officially rewarded; but still affecting an organization's psychological and social affectivity (Organ, 1997). Consequently, organizational citizenship behaviours are defined as the positive style of actions within an organization (Altinkurt, Anasız, & Ekinci, 2016). According to DiPaola and Tschannen-Moran (2001), organizational citizenship behaviours are among the top factors affecting school effectivity and decreasing principals' managerial burden. Teachers, acting through organizational citizenship behaviours, help students by means of class materials, help their colleagues with the preparation of classrooms, take place at committees, gain new expertise fields to enlarge their studies, spend extra time to prepare further materials for these special students, voluntarily attend extracurricular activities, help their colleagues who have much workload (Bogler & Somech, 2004; Demiröz, 2014; DiPaola, Tarter, & Hoy, 2005).

There are different practices for the classification of organizational citizenship behaviours in literature. Organ (1988) considered OCBs as a five-dimensional structure; while Somech and Drach-Zahavy (2000) accept a three dimensional model instead; (a) extracurricular teaching activities (staying at class during break times to listen to students), (b) extra roles against team (sharing and cooperating activities); (c) extra roles for the sake of school (organizing social activities for school) (Shapira-Lishchinsky & Tsemach, 2014). Williams and Anderson (1991) established their model on two dimensions as behaviours against individuals and organization; whereas, DiPaola and Tschannen-Moran (2001) claimed that both OCB against individuals and organization are the same in terms of school organizations; thus they accepted a single dimensioned model. This study is based on Organ's (1988) five-dimensional structure. These dimensions are helping, kindness, scrupulousness, fairness and civic virtue. Helping and kindness are regarded as OCB against individuals while the rest as OCB against the organization (Jimmieson et al., 2010).

The studies conducted on school organizations have revealed that job satisfaction and organizational commitment are among the factors affecting organizational citizenship behaviours (Akar, 2018; Çelik, 2017; Şeşen & Basım, 2012); whereas, there is a direct relationship between OCB and students' success (DiPaola et al., 2005). Thus, it can be concluded for teachers that extra roles are more important than pre-defined ones. So, increasing the number of these extra-roles or preventing possible threats against them are vital. It can be suggested that this study will contribute to the literature by investigating the possible relations between empowering leadership, self-efficiency and organizational citizenship behaviours.

Self-Efficacy Belief

Self-efficacy is based on social cognitive theory dealing with people's capability of affecting the things they can do. Self-efficacy is taken as the beliefs of the individual against a certain and dominant situation within the social cognitive theory (Bandura, 1997; Bogler & Somech, 2004). Self-efficacy is generally searched as cognition within educational context; however, most of the studies have been realized at school organizations.

Teachers' efficiency can be defined as their belief that they can provide learning, make the students participate in classes even they have motivation problem for difficulties (Tschannen-Moran, Hoy, & Hoy 1998). Skaalvik and Skaalvik (2007), on the other hand, have defined teacher self-efficacy as individually planning, organizing & executing necessary practices to reach their teaching goals. It is possible for those who accept themselves as effective and feel much better with the positive results of their jobs to endeavour for their duties and become successful in their roles. Hence, it can be concluded that self-efficacy is a key factor in teacher effectivity. This crucial role of teacher self-efficacy has been underlined through many studies; teacher self-efficacy positively affects academic climate (Chong, Klassen, Huan, Wong, & Kates 2010), innovative behaviours (Klaeijns, Vermeulen, & Martens, 2018), social entrepreneurship (Akar & Üstüner, 2017) and organizational citizenship behaviours (Somech & Drach-Zahavy, 2000); while, it negatively affects burnout (Skaalvik & Skaalvik, 2007).

Self-efficacy is fed with four basic sources which are mastery experiences, vicarious learning, verbal conviction and psychological/emotional situations (Bandura, 1997). Mastery experiences define individuals' success/failure experiences dealing with a duty; while vicarious learning points an increase in individual self-efficacy when somebody, patterned, reach desired performance. However, verbal conviction includes praises or criticisms and encouraging expressions by others. Finally, the signs like anxiety or excitement which can be identified as evidence for competency or incompetency are considered within psychological/emotional situations. Considering self-efficacy as a changeable cognitive situation rather than a static one, it becomes important to search for ways to increase teachers' self-efficacy beliefs.

Relationships between Variables

A theoretical model has been given prior to the possible relationship between school principals' empowering leadership, teachers' self-efficacy beliefs and organizational citizenship behaviour (Figure 1). In this section, previous studies supporting these theoretical framework and relationship between variables.

The Relationship between Empowering Leadership and OCB

Podsakoff, MacKenzie, Paine, and Bachrach (2000) have put leadership among the antecedents of organizational citizenship behaviours within their classification. Leaders can contribute to organizational citizenship behaviours by increasing followers' autonomy, giving them authorization and support. So that these empowered workers tend to work independently and act adaptively beyond their official roles as they believe in their capacity to affect their work environment and realize better works (Spreitzer, 1995). According to Bogler and Nir (2012), empowering can provide workers to enter into wider organizational matters rather than daily routine duties through autonomy.

The relation between empowering leadership and organizational citizenship behaviours can be explained via leader-member exchange or social exchange theory. The interaction between leader and members can affect the quality of relation to a wide range. Dirks and Ferrin (2002) claim that empowering leader behaviours send messages with regard to leader trust members and respect them. Moreover, these assisting behaviours of leader can lead to the emergence of exchange and so the members responding to their leaders' authorizing, information sharing and professional development. Thus, the results of previous studies (Cheasakul & Varma, 2015; Jada & Mukhopadhyay, 2018; Raub & Robert, 2010) are in accordance with these explanations.

The Relationship between Empowering Leadership and Self-Efficacy

You, simply, increase people's self-efficacy beliefs while you are empowering them (Conger & Kanungo, 1988). Thus, the aim of empowering is basically to develop workers' skills and increase their self-efficacy beliefs (Thomas & Velthouse, 1990); and so make them to contribute their organizations much more (Iliman Püsküllüoğlu & Altınkurt, 2017).

According to Bandura (1997), one of the main sources of self-efficacy is a social or verbal conviction. Those convicting successfully can increase self-efficacy while providing success also. However, a negative conviction can decrease beliefs. Thus, if leaders perform empowering actions to their followers; these followers can feel much higher self-efficacy than the leaders thanks to leaders' emotional support, promoting expressions and positive conviction (Cheong et al., 2019). Empowering leadership behaviours, like mentorship or modelling, can provide followers to feel much secure in their working skills. Thus, these workers are able to learn how effective they can be by observing their leaders by means of leader's coaching and feedbacks (Kim & Beehr, 2017). Besides these, by authorizing followers and widening their decision effectivity can contribute to increasing their self-respect and so to their self-efficacy.

One of the crucial dimensions of psychological empowering is self-efficacy belief. In previous studies; it has been revealed that empowering leadership affects psychological empowering (Raub & Robert, 2010), there are significant relations between principals transformative leadership and self-efficacy beliefs (Hipp, 1996) and empowering leadership is directly related to teachers' self-efficacy beliefs.

The Relationship between OCB and Self-Efficacy

Theoretically, it can be concluded that individuals with high self-efficacy beliefs, when compared with those low self-efficacy beliefs, can perform much-qualified behaviours prior to their motivation levels and problem-solving skills (Şeşen, 2010). Teachers with higher expectations on performing actively and successfully will certainly fulfil extra duties beyond official ones and feel much more dedicated to school and teaching profession. Because, these teachers with high self-efficacy will proactively plan much better and organize their working days (Beauregard, 2012).

Workers, believing that their performances depend on self-attempt and results in high efficiency, can become motivated on their own in order to achieve working goals and work harder. Thus, teachers with higher self-efficacy believe that their efforts will turn into performance and more likely to perform organizational citizenship behaviours. Somech and Drach-Zahavy (2000) has revealed that self-efficacy is related to OCB against team and organization itself; whereas, it is not against students. However, Bogler and Somech (2004), has stated that self-efficacy, as one of the sub-dimensions of psychological empowering, is directly related to organizational citizenship behaviours. It can be concluded prior to related studies, (Mahipalan et al., 2019; Yücel, Yalçın, & Ay, 2009), that self-efficacy is related to organizational citizenship behaviours.

Mediating Effect of Self-Efficacy

According to Bandura's (1986) social-cognitive theory; self-efficacy beliefs mediate skills' or other beliefs' effect on performance by affecting effort, determination and tenacity. Amundsen and Martinsen (2014) argues that empowering leadership can be effective only if it reveals empowering feeling in followers. So it can be stated that there will be an indirect relation between empowering leadership behaviours and organizational citizenship behaviours and the effect of empowering behaviours on self-efficacy beliefs may mediate this relation.

There is a strong connection between attitudes, intentions and behaviours prior to Ajzen and Fishbein's (2005) Belief attitude, intention and behaviour theory. With this regard; while the teachers' attitudes to principals' empowering leadership are the main determinants of their intentions and these intentions have reflection upon their behaviours. Finally, it has been reported that within the relation between leader behaviours and organizational citizenship behaviours, self-efficacy has a mediating role (Lee et al., 2017; Raub & Robert, 2010).

The main sources for the studies dealing with empowering teachers are in western societies; whereas, especially structural and psychological empowering are considered (Lee & Nie, 2013). Empowering leadership, as a recent phenomenon in leadership leadership, has also emerged in western societies; however, the relationship between school principals' empowering leadership and other organizational and individual factors have not been studied enough so far. Kahraman and Çelik (2020)

have also stated in their study dealing with the researches directly based on empowering teachers in Turkey that the initial studies have only been found within the last decade and thus, have suggested that there is a need for studies dealing empowering leadership. School principals' empowering leadership behaviours can be crucial variables explaining teachers' some attitudes and behaviours. So, we have tried to investigate the relationship between school principals' empowering leadership behaviours, teachers' self-efficacy and organizational citizenship behaviours. Thus, prior to our main motivation and results of previous studies; the hypothesis below are set and tested in order to maintain a theoretical model (Figure 1).

- h1. "Principals' empowering leadership behaviours predict teachers' organizational citizenship behaviours positively and significantly."*
- h2. "Principals' empowering leadership behaviours predict teachers' self-efficacy beliefs positively and significantly."*
- h3. "Teachers' self-efficacy perceptions predict teachers' organizational citizenship behaviours positively and significantly."*
- h4. "Teachers' self-efficacy beliefs have mediating role on the relationship between principals empowering leadership behaviours and teachers' organizational citizenship behaviours."*

Method

Our study, in which the relationship between principals' empowering leadership behaviours, teachers' self-efficacy beliefs and organizational citizenship behaviours are investigated, is a correlational one. Hence, we have developed a model prior to the hypothesis in terms of the possible relationship between these variables. This model has been analysed via Structural Equation Model, is given below in figure 1:

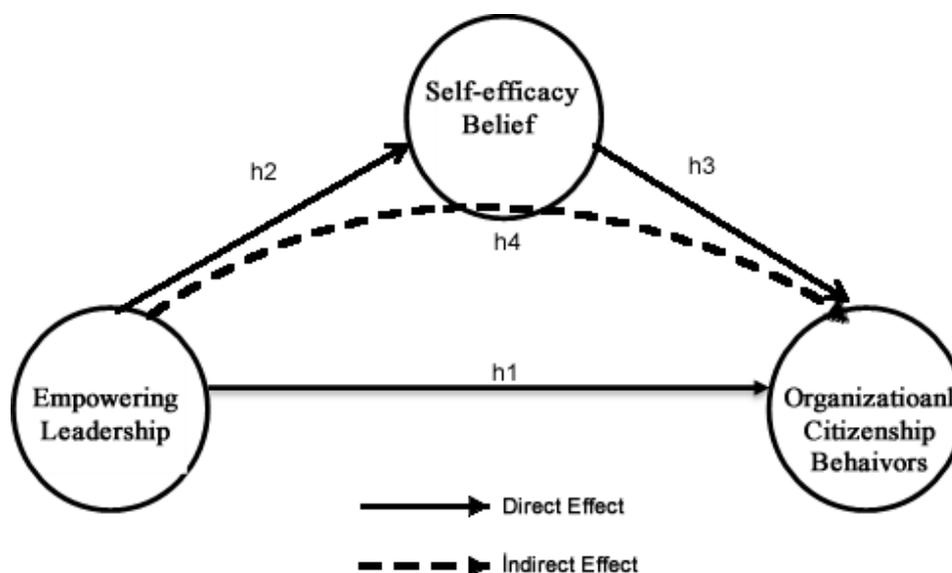


Figure 1: The Model for the Relationship between Empowering Leadership, Self-Efficacy Belief and Organizational Citizenship Behaviours

Population and Sample

The universe for our study consists of the teachers teaching in Malatya province of Turkey; the sample group is a total of 438 teachers selected by means of random sampling method. The surveys have been conducted to the visited schools. However, the data have been collected from these voluntarily participating teachers. 21% of teachers is teaching at primary schools (91), 34% is teaching at secondary schools (149) while 44% is teaching at high schools (198). 57% of our study group are males (250); whereas, 43% are females (188). 32% of these teachers has been teaching for 1-10 years (140), 40%

for 11-20 years (175), while 28% for more than 21 years (123). 85% of these teachers has bachelors' degree (372) while 15% has a master degree (66).

Data Collection Tools

In order to get teachers' overall attitudes for principals' empowering leadership behaviours; the survey, originally developed by Konczak et al. (2000) adapted by Konan and Çelik (2018) us to both Turkish and school context, "Empowering Leadership Scale", and in order to reveal teachers' self-efficacy beliefs; the scale "Teachers' Self-Efficacy Scale", developed by Tschannen-Moran et al. (1998) and adapted to Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005) have been used. Finally, in order to identify teachers' organizational citizenship behaviours, we have used the survey "Organizational Citizenship Behaviours Survey", developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) and Moorman (1991) and adapted to Turkish by Polat (2007) has been used. As the structural equation model is being used throughout the study, confirmatory factor analysis for all three instruments is run.

"*Empowering Leadership Scale*" consists of 17 items and three sub-dimensions. Authorization and responsibility include 3 items each; while supporting includes 11 items. Sample item statements are as such; for authorization "my principal trusts on me to make decisions on subjects vital for Daily practices", for responsibility "my principal charges me on the duties given me", and for support "My principal encourages me on new initiations even if there is probability of not achieving". The goodness fit indexes for this study are calculated as $\chi^2/sd = 2.03$; RMSEA= 0.056; GFI=.90; NNFI=.94; CFI=.92; SRMR=.032 by means of CFA's three dimensional structure. Cronbach Alpha values for authorization, responsibility and support dimensions are calculated as .86, .79, .96 and .94 for the total.

"*Teacher Self-Efficacy Scale*" consists of 24 items and three sub-dimensions. These sub-dimensions are providing students' participation, teaching strategies and classroom management. Each of three dimensions includes 8 items. Sample items are as such: for providing students' participation: "To what extend can you reach difficult student?", for teaching strategies: "To what extend can you provide the classes appropriate for each of the students" and finally for classroom management: "To what extend can you take the control of undesired behaviours". The goodness fit indexes for this study are calculated as $\chi^2/sd = 1.96$; RMSEA=.07; GFI=.90; NNFI=.96; CFI=.96; SRMR=.06 by means of CFA's three dimensional structure. Cronbach Alpha values for sub-dimensions are calculated as .86, .76, .89 and .85 for the total.

"*Organizational Citizenship Behaviour Survey*" has originally five sub-dimensions which are kindness, helping, scrupulousness, fairness & civic virtue. However; within the adaptation study by Polat (2007), helping and kindness factors were combined into the same dimension. With the CFA for this study, five-dimensional structure of the survey has been confirmed. The goodness fit indexes for this study are calculated as $\chi^2/sd = 2.86$; RMSEA=.48; GFI=.90; NNFI=.93; CFI=.93; SRMR= 0.054 by means of CFA's five dimensional structure. Sample items for sub-dimensions are as such: for helping "I help my colleagues whose workload is high", for kindness "I, definitely, inform my principal and deputies before taking a further step on my job", for scrupulousness "I come to school on time", for fairness "I can make some problems much bigger", for civic virtue "I voluntarily take part in activities empowering our school's reputation". Cronbach Alpha, calculated for each sub-dimension, are .92, .86, .75, .84 and .88, and in the total .86.

Procedures and Data Analysis

In order to test our hypothesis, we have applied structural equation modelling (SEM). Structural equation model enables to reveal possible relations between variables through a unique analysis (Balci, 2015). Before running the final analysis, missing and extreme values have been checked. Thus, z value has been calculated and so values which are not proper to ± 3 reference have been accepted as extreme (Çokluk, Şekercioğlu, & Büyüköztürk, 2012) and omitted from the analysis. Mahalanobis distances have been calculated for these multivariate extreme values. 13,82 reference point, suggested for two predicting variables (Akbulut, 2011), is considered and those data above this point have been also omitted. In order to complete SEM, a multivariate analysis method, multivariate normality should be

considered; thus, it is suggested to check via Mardia's critical ratios (Byrne, 2010). With the calculation, it has been seen that Mardia value is 1,48 which is below the critical ratio 1,96 (Bayram, 2016). Tolerance and VIF values are both considered to avoid multicollinearity; tolerance and VIF values for self-efficacy variable are calculated as (.62; 1.64), while for organizational citizenship behaviours as (.54; 1.42). It has been controlled whether the covariance between variables is proper for the model or not before SEM. Structural equation modelling has been run with latent variables. Sub-dimensions of instruments by taking sum can be included in the model as observed variables (Çokluk et al., 2012). Hence, we have taken sums of sub-dimensions and put into the model to make latent variables. Analysis has been run through Maximum Likelihood and for mediating test with Process Macro and Bootstrap method. Thanks to Bootstrap method, larger sampling groups can be maintained with the current data set (Sacchi, 1998). By increasing the number of sampling group, analysis can be done without considering any pre-conditions such as normal distribution etc. At the end of analysis the zero (0) value's absence between the upper and lower reliability limits refer to the significance of mediating effect (Hayes, 2009) Bootstrap analysis have been realized within 1000 sample size. Moreover, in order to decide whether the mediating effect of self-efficacy between empowering leadership and organizational citizenship behaviours is partial or full; Baron and Kenny's (1986) four steps process has been considered. These steps are; (1) the effect of independent variable over dependent variable should be significant, (2) the effect of independent variable over mediating variable should be significant, (3) the effect of mediating variable over dependent variable should be significant, (4) the effect of independent variable over dependent variable should decrease or disappear when mediating variable is added to the model. When the mediating variable is added to the model; if the effect of independent variable over dependent variable becomes insignificant, then it is called full mediating; if the effect decreases then it is called partial mediating.

Results

Descriptive Statistics

Study variables' and sub-dimensions' means, standard deviations and correlation values are given in table-1 as descriptive statistics.

Table 1. Means, Standard Deviations and Correlation Values

	\bar{x}	Ss	D	R	S	EL	SP	TS	CM	SE	H	C	SP	CN	CV	OCB
D	4.09	.75	-													
R	4.07	.72	.42**	-												
S	3.75	.90	.81**	.32*	-											
EL	3.87	.72	.85**	.30**	.77**	-										
SP	3.77	.51	.36**	.16*	.34**	.37**	-									
TS	3.97	.48	.33**	.18**	.28**	.32**	.76**	-								
CM	4.01	.71	.39**	.12*	.34**	.37**	.40**	.33**	-							
SE	3.92	.44	.37**	.18**	.33**	.37**	.81**	.85**	.37**	-						
H	4.05	.71	.32**	.10	.24**	.27**	.43**	.39**	.50**	.43**	-					
C	4.23	.56	.41**	.21**	.34**	.39**	.48**	.46**	.44**	.49**	.61**	-				
SP	4.36	.73	.29**	.13	.24**	.26**	.15*	.12	.16*	.16*	.19	.19**	-			
CN	4.42	.59	.22**	.32*	.11*	.16*	.24**	.27**	.36**	.26**	.28**	.37**	.23**	-		
CV	4.01	.71	.32**	.11*	.21**	.18*	.32**	.22**	.26**	.34**	.18**	.40**	.19**	.36**	-	
OCB	4.21	.44	.49**	.18**	.38**	.43**	.50**	.46**	.74**	.50**	.73**	.75**	.52**	.64**	.41**	-

* $p < .05$; ** $p < .01$; $N = 438$

D- Delegating; R- Responsibility; S- Support; EL- Empowering leadership; SP- Maintaining students' participation; TS- Teaching strategies; CM- Classroom management; SE- Self-efficiency; H- Helping; C- Courtesy; SP- Sportmanship; CN- Conscientiousness; CV- Civic virtue; OCB- organizational citizenship behaviours

It can be inferred prior to the values in table-1 that teachers' perceptions for principals' empowering leadership ($\bar{x}=3.87$), self-efficacy beliefs ($\bar{x}=3.92$) and organizational citizenship behaviours ($\bar{x}=4.21$) are high. It can be concluded for the correlation between variables that there are positive, medium level and significant relations between principals' empowering leadership and teachers' self-efficacy beliefs ($r=.37$; $p<.01$) and organizational citizenship behaviours ($r=.43$; $p<.01$); whereas, between teachers' self-efficacy beliefs and organizational citizenship behaviours ($r=.50$; $p<.01$).

Testing Hypotheses

Our hypotheses are tested by means of a structural equation model. Two-step analysing strategy suggested by Anderson & Gerbing (1988) has been used for structural equation model. Thus, first of all, measuring model has been tested and provided that covariance relations between variables are enough; it has been seen that as the data were collected from a single source, there is not any common method error. Then, path diagram, path coefficients and R2 (determination coefficients) reached through the structural equation analysis in a further step, are given in figure 2 below:

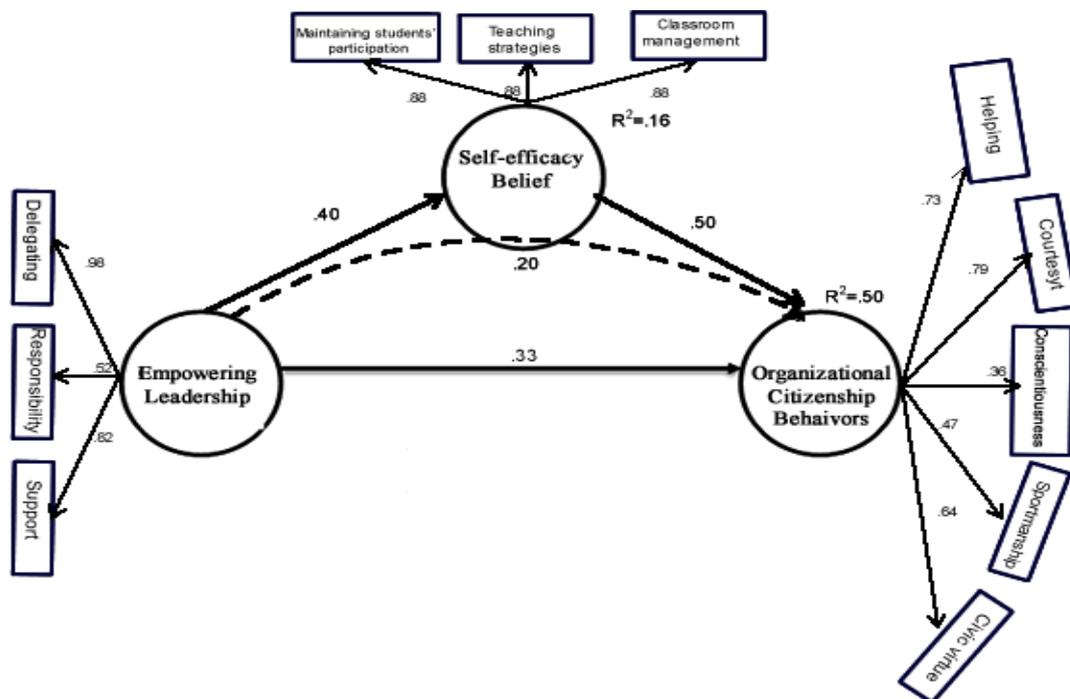


Figure 2. The Model for The Relationship Between Empowering Leadership, Self-efficacy Belief and Organizational Citizenship Behaviours

To confirm the structural model, goodness fit indexes are used as criteria (Byrne, 2010) which are given below in table 2.

Table 2. Comparing Model Analysis

χ^2/Sd	TLI(NNFI)	CFI	GFI	RMSEA	SRMR
70.603/41=1.72	.96	.97	.95	.055	.057

When we reinterpret these goodness fit index values, we can conclude that these values valid and the model is confirmed prior to the references in literature (Harrington, 2009; Schumacker & Lomax, 2004).

The results of analysis prove that empowering leadership predicts organizational citizenship behaviours positively and significantly ($\beta = .33$, $t=4.783$, $p < .01$), empowering leadership predicts self-efficacy positively and significantly ($\beta = .40$, $t=5.971$, $p < .01$); while empowering leadership explains 16% of total variance of self-efficacy. We have also found that in terms of the relationship between self-

efficacy and organizational citizenship behaviours; self-efficacy predicts OCB positively and significantly ($\beta = .50, t=6.590, p < .01$). Moreover, some 50% of organizational citizenship behaviours can be explained by the model. Considering these findings, it can be stated that h1, h2 and h3 hypotheses are confirmed.

Mediating Effect

In order to reveal the mediating effect of self-efficacy on empowering leadership and organizational citizenship behaviours; bootstrap analysis by means of process macro has been realized. Kline's (2013) scale; big effect for 50 and above, medium effect for .30 to .50 around and small effect for .10 to .30, is taken to evaluate effect sizes. Bootstrap analysis has been done in terms of 95% confidence interval through 1000 sample size and results are given in Table 3 below.

Table 3. Bootstrap Analysis Results on Mediating Effect in terms of 95% Confidence Interval

Independent Variable	Mediating Variable	Dependent Variable	Direct Effect		Indirect Effect	
			B(p)	SH	95% Confidence Interval	B
Empowering Leadership	Self-efficiency	OCB	.20 (.00)	.029	(.09, .20)	.14

It can be inferred from the table that empowering leadership has a direct effect on organizational citizenship behaviours (direct effect=.20, $p=.00$); and these are values close to medium effect size. Whereas, empowering leadership's indirect effect is .14; and it has been revealed that within 95% confidence interval lower bound is .09 and upper bound is .20. The significance of the indirect effect is tested prior to confidence interval values. Thus, bootstrap lower or upper bounds values' both being below or upper zero shows significant indirect effect (Preacher & Hayes, 2008). These values for our analysis are upper zero and it can be concluded that the indirect effect is significant. The indirect effect of empowering leadership can be considered to have a small effect size prior to Kline's (2013) classification. Indirect effect is also accepted as mediating effect (Kline, 2013). In order to decide whether the mediating effect of self-efficacy is partial or full Baron and Kenny's (1986) steps have been followed. Within this scope, the effect of the empowering leadership on the organizational citizenship is significant prior to inclusion of the self-efficacy in the model ($\beta = .38, t=5.213, p < .01$), whereas the effect decreases although the significance is kept when the self-efficacy is included in the model ($\beta = .33, t=4.783, p < .01$).

It has been found that within the relationship between empowering leadership and organizational citizenship behaviours; self-efficacy has a partial mediating role which proves our fourth hypothesis.

Discussion and Conclusion

The chief responsibility to maintain school organizations functioning properly and directing towards predefined targets belongs to principals. Thus, these principals are expected to be the leaders of their schools, to lead both teachers and school and also to affect their teacher followers beyond their official duties. The way of affecting followers can be significant in differentiating leadership styles. Some principals prefer power and authority, some use motivation while some others prefer discipline and fear. Empowering leadership, on the other hand, one of the latest attempts which are tried to be conceptualized, apart from other leadership styles, includes affecting followers by distributing power, making them autonomous, and promoting individual development. Although there are studies dealing with psychological empowering or even some empowering practices, there is still a need for one dealing with the effects of empowering leadership. Thus, we have studied the relationship between empowering leadership behaviours of principals, and teachers' self-efficacy and organizational citizenship behaviours. So four hypotheses have been set up with regard to the theoretical framework and previous studies of which all have been proved within this study.

Our first hypothesis prior to theoretical explanations and previous studies is “h1. Principals’ empowering leadership behaviours predict teachers’ organizational citizenship behaviours positively and significantly”. It has been revealed that principals’ empowering leadership behaviours have a positive and significant effect on teachers’ organizational citizenship behaviours and thus our first hypothesis is proved and accepted. Generally, the positive effects of empowering leadership have been discussed through previous studies; thus different results in various organizations and education organizations on the effect of empowering leadership on organizational leadership from literature (Cheasakul & Varma, 2015; Jada & Mukhopadhyay, 2018; Kim et al., 2018; Runhaar, Konermann, & Sanders, 2013) proves our findings. Basically, empowering states expertise of workers, using opportunities, making decisions and changing his/her attitude for the work; also owning this work briefly (Doğan, 2006). Empowering leaders use different techniques while empowering their followers some of which are authorization, giving responsibility, informing, promoting problem-solving and professional development. Supporting followers via such activities will also contribute to the quality of leader-member interaction and organization-member relation. By using these activities and expediting followers to fulfil their duties will also lead to social-exchange. DiPaola et al. (2005) states that principals’ such teacher supporting behaviours will help to teachers’ professional targets to correspond to school’s; so, synchronizes teachers’ desires and the things which will develop the school. Thus, empowered teachers will help to enhance the conditions of themselves and school. In Balkar’s (2015) study, it has been stated that at schools with empowering culture, there are trust, participating in decision making, freedom, resilience and professional development opportunities and such cultures have positive reflections such as job-satisfaction, teacher effectiveness, increasing performance, self-motivation and professional development. Teaching profession includes more autonomous practices when compared with others. By giving teachers some opportunities such as planning, organizing the class and extra-curricular learning habits, giving chances for power and development within the current organizational structure; we can promote their empowering and fulfilling extra roles.

Our second hypothesis prior to theoretical explanations and previous studies is: “h2. Principals’ empowering leadership behaviours predict teachers’ self-efficacy beliefs positively and significantly”. It has been revealed that principals’ empowering leadership positively and significantly predicts teachers’ self-efficiency and thus our second hypothesis is proved and accepted. Many scholars (Conger & Kanungo, 1988; Hemric et al., 2010; Spreitzer, 1995) accept empowering as an increase in individuals’ self-efficiency capacities. So, one of the leaders’ chief responsibilities is to increase followers’ self-efficiency and self-esteem. Thomas and Velthouse (1990) emphasizes that the leader has a deep impact on creating a positive work environment, motivating followers and increasing their self-efficiency. It is also possible to define empowering leadership’s effect on self-efficiency by means of sources of self-efficiency. According to Bandura (1997), the most important source for self-efficiency is experiences: whereas, the verbal conviction is another one. So it can be inferred that empowering leaders can enable workers to face with first-hand experiences by promoting real success opportunities. These empowering leaders, as well, verbally motivate their followers by mentoring them and give messages that they trust their followers by putting them into the decision-making process and delegating. By focusing on empowering other such leader actions promoting self-leadership will certainly create positive emotions. Literature findings (Cheong et al., 2019; Edwards, Green, & Lyons, 2002; Iliman Püsküllüoğlu & Altinkurt, 2017) also support and prove us. Self-efficiency represents the belief that one has the necessary information and capabilities to fulfil his/his duty properly and get desired results. Perceptions are important determinants of individuals’ beliefs. Thus, it can be concluded that empowering opportunities by principals are both a source for increasing teachers’ self-efficiency and a real first-hand experience.

Our third hypothesis prior to theoretical explanations and previous studies is “h3. Teachers’ self-efficacy perceptions predict teachers’ organizational citizenship behaviours positively and significantly”. It has been revealed that teachers’ self-efficiency beliefs positively and significantly

predict organizational citizenship behaviours and thus our second hypothesis is proved and accepted. Self-efficiency is one of the frequently studied topics on teachers. The most important factor behind this is the fact that self-efficiency contributes much to the teaching profession and school organization. It has been reported that though in different levels, teachers' self-efficiency affects their organizational citizenship behaviours in many previous studies (Bogler & Somech, 2004; Mahipalan et al., 2019; Somech & Drach-Zahavy, 2000). Hard and extra roles require individuals to have an active tendency against their working roles and such an active tendency is one of the features psychologically empowered ones (Raub & Robert, 2010). According to Spreitzer (1995) the probability of those individuals with high self-efficiency to fulfil their working responsibilities proactively is also high. Similarly, Beauregard (2012) states that those workers with high self-efficiency will also be a volunteer to help their colleagues or attend extra meetings. It is possible to take the relationship between self-efficiency and organizational citizenship behaviours in two different perspectives. First one is expectation theory and the second one is attitude, perception and behaviour relations. Self-efficiency underlines individuals' beliefs for their capacities in fulfilling a responsibility or coping with problems. The motivation levels of those individuals with high self-efficiency are higher as they believe in that their attempts will lead some performance; thus, they tend to take extra roles and achieve them also. Attitudes and beliefs are important determinants of our behaviours (Güney, 2011). So teachers with high self-efficiency are most likely to take extra roles. Tschannen-Moran et al. (1998) states that teachers' attempts, targets and motivations change prior to their self-efficiency beliefs.

Finally, our fourth hypothesis prior to theoretical explanations and previous studies is "h4. Teachers' self-efficacy beliefs have a mediating role in the relationship between principals empowering leadership behaviours and teachers' organizational citizenship behaviours ". It has been revealed that indirect effects of empowering leadership are significant and thus our fourth hypothesis is also proved and accepted. In recent studies (Amundsen & Martinsen, 2015; Iliman Püsküllüoğlu & Altinkurt, 2017; Raub & Robert, 2010), leaders' empowering practices/structural empowering have been taken together with psychological empowering approach. We, also, have taken the same. Because although the leader uses empowering practices for his/her followers, it will not be a guarantee for followers' empowering attitudes, or at least will have the same impact on everyone. Thus, it can be concluded that it can be much more effective for organizational citizenship behaviours when principals' empowering leadership behaviours increases teachers' self-efficiency; which means that self-efficiency and empowering leadership is two related sources of organizational citizenship behaviours. Empowering leadership behaviours creates opportunities and means for those teachers with high self-efficiency as well as increasing some teachers' self-efficiency. So it can be stated that the increase in self-efficacy is an important factor on empowering leadership's effect upon organizational leadership behaviour. Nevertheless, Wong and Laschinger (2012) argues that leadership has indirect effect upon organizational and individual performance.

The results have shown that principals' empowering leadership behaviours have a significant effect both on teachers' self-efficiency and organizational citizenship behaviours. Moreover, principals' empowering leadership behaviours also predict organizational citizenship behaviours via teachers' self-efficiency. So that principals who want to empower their teachers should delegate, give responsibility, integrate teachers into the decision-making process, maintain professional development opportunities in order to make teachers contribute to organization and students as well. Teachers, with the highest level of communication with students, should be integrated into the decision-making process (Dee et al., 2003). However, Spreitzer (1995) states that empowering depends on the context. Followers feeling empowered in one working environment will not have the same feeling in another working environment. Similarly, principals' empowering activities will have the same impact on every teacher. This is why principals need to consider teachers' needs & apply different empowering strategies. Short (1992) emphasizes the difficulties of teaching profession coming from back in history or bureaucratic structure. Hierarchical organizational patterns restrain principals' delegating their authority and giving

responsibility, thus it can be concluded that there is a need for reorganizing official and structural regulations in order to overcome such difficulties against principals empowering leadership.

Empowering leadership is a leading approach promoting teacher autonomy. There are some difficulties preventing teacher autonomy affecting teaching quality (Kılınç, Bozkurt, & İlhan, 2018) and empowering teachers. Considering these fact within Turkey's context; one of the leading factors is the over centralized education system. This also results with the school principals' following bureaucratic style and obeying strict rules. Thus, school principals prioritise their formal duties (Aslanargun & Bozkurt, 2012), they hesitate to take responsibility to empower their teachers. Over centralized and bureaucratic structure is a barrier for school principals' leadership (Buluç, 2009). Empowering leadership requires authorization of teachers in some fields. However, current formal regulations limit this. Another difficulty for empowering teachers is school principals competences. Today, school principals are expected to play leadership roles instead of traditional managing procedures such as decision making, planning and organizing (Aslanargun & Bozkurt, 2012). Within contemporary management approach; leading roles for school principals are school leadership (Gündüz & Balyer, 2013), instructional leadership (Sağır, 2015), learning leadership (Konan & Kış, 2015), distributed leadership (Aslan & Ağıroğlu Bakır, 2015), ethical leadership (Uğurlu, 2015) and empowering leadership; however, there some discussions over school principals' selection, delegation and trainings (Konan, Çelik, & Çetin, 2018). School principals having much more responsibilities than their authority (Keser & Gedikoğlu, 2008) and incapacibilities of schools budget and resources (Akın, 2014) are also other difficulties over empowering teachers. Thus, school principals need some legal regulations such as authorization and, resources for professional development within teacher empowering.

It can be stated that school principals' behaviours for empowering teachers can contribute to teachers' developing positive attitudes for school and to the targets of schools prior to the results of this study. However; school principals are lack of necessary opportunities by means of legal regulations and resources. So it can be suggested that school principals need some authority and resources to build proper structures in order to empowering teachers. As expected, new regulations over principals' authority and responsibilities can contribute to empowering leadership process within schools. Forming empowering attitudes and creating such behaviours is only possible with regard to competent and adequate staff. It is also vital to accept principals' as a separate profession and they should be selected, delegated and trained properly by means of considering merit based and clearly; so that these principals can contribute to empowering process. Current principals should also be promoted to increase their awareness over empowering habit and taken into in-service trainings on this matter. As one of the main sources for teacher self-efficacy is individual experiences; principals' empowering behaviours can contribute to increase teacher self-efficacy and organizational citizenship behaviours.

This study has revealed some evidence on empowering leadership's support for positive organizational behaviours at schools. So that further studies on the effects of empowering leadership over school organizations, teachers' effectivity, students' success, organizational peace and commitment can be conducted. Also, qualitative studies can be conducted to maintain deeper data to reveal the effects of empowering principals over schools. So the effects of empowering leadership over school components can be added to literature and theoretical bases of empowering leadership can also be enriched.

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