

## The Relationship Between School Administrators' Empowering Leadership Behaviors and Teachers' Perceptions of Organizational Citizenship

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### Abstract

*This research aims to determine the effect of school administrators' empowering leadership behaviors on teachers' organizational citizenship behaviors. The research population designed in the scanning model consisted of 465 teachers working in primary schools in the city centre of Bolu, and feedback was obtained from 336 teachers. Data were collected using the Empowering Leadership Scale and Organizational Citizenship Behaviour scales. Since the data showed normal distribution, parametric analyses were performed. According to the research results, teachers' perceptions of school administrators' empowering leadership behaviors were high in the scale total and the dimensions of responsibility and support. In contrast, it was medium in terms of empowerment. Teachers' perceptions of organizational citizenship are high in all dimensions, including the total scale of cooperation, sportsmanship, conscientiousness, and civic virtue. There is a positive and highly significant relationship between the total score of the empowering leadership scale and the dimensions of empowerment, responsibility, support, and the total score of the organizational citizenship scale and the dimensions of cooperation, sportsmanship, conscientiousness, and civic virtue. The empowering leadership scale total score and its sub-dimensions significantly predict the total score of the organizational citizenship scale. According to teacher perceptions, it is noteworthy that school administrators' empowering leadership behaviors are at a moderate level in the dimension of empowerment. Teachers should be empowered within the framework of their responsibilities and participation in the decision process regarding getting things done to increase the empowering leadership behaviors of school administrators to a high level in the empowerment dimension. Schools can delegate important tasks to teachers. In addition, this situation shows that school administrators trust teachers. It can create an environment where teachers can make their own decisions about the job and how it should be done without explaining the job they will do. It would be beneficial for school administrators to exhibit empowering leadership behaviors for teachers to show more effort by exhibiting organizational citizenship behavior.*

**Keywords:** *Empowering Leadership, Organizational Citizenship, Manager, Teacher.*

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**Recommended Citation:** Ertürk, R. (2022). *The Relationship Between School Administrators' Empowering Leadership Behaviors and Teachers' Perceptions of Organizational Citizenship*, *Journal of Educational Leadership and Policy Studies*, 6(1)

## **The Relationship Between School Administrators' Empowering Leadership Behaviors and Teachers' Perceptions of Organizational Citizenship**

### **Introduction**

The development and change brought about by globalization in the 21st century is also reflected in education. This development and change necessitate teachers to be empowered, delegate authority to teachers, have decision-making autonomy, participation in decision-making, sharing information, coaching employees, developing teachers' abilities and administrative support, and working in cooperation by showing more effort in addition to their official duties. It is now necessary for teachers to work at a high level to adequately respond to the urgent and dynamic demands of the modern world, act professionally, and provide students with a successful educational process. It will be possible for teachers to meet these expectations, support their development to make a difference at school, support them in making their own decisions about their educational work, and strengthen the need for their work to be supervised by them (Metz, 2004). As they feel motivated, empowered teachers increase their confidence in their knowledge and expertise and contribute to the realization of the goals of their schools by performing works following the educational goals of the schools they work in (Çalışkan, 2006). Teachers' motivations, working climates, and levels of commitment to their work are important for organizational success. It is very important to empower teachers to raise good people who guarantee our future (Umar & Özen, 2019). All of these are possible when the organization's managers empower their employees. Therefore, the most important task in empowering teachers falls to school administrators because they have the opportunity to spend more time with teachers and get to know them. They can be described as the person who can affect teachers' behaviors, thoughts, and attitudes. This situation highlights the empowering leadership of school managers.

### **Theoretical Framework**

#### ***Empowering Leadership***

The emergence of various leadership styles since the early 21st century has changed the leadership vision of researchers and practitioners. Leaders are expected to inspire and motivate their followers, rather than just control and direct them to be effective (Yukl, 2002). This has brought empowering leadership to an important place in employee empowerment (Conger, Kanungo & Menon, 2000; Kark, Shamir & Chen, 2003). The academic root of empowering leadership is based on Ohio State leadership research, supportive leadership, participatory leadership studies, and studies on delegation, participatory, and coaching behaviors within the context of situational leadership theories (Srivastava, Bartol & Locke, 2006). It is argued that empowering leadership is effective because it involves the transfer of power from top management. By delegating the duties of giving autonomy and authority to the employees in making decisions, senior management can focus on more important tasks (Amundsen & Martinsen, 2015). Empowering leadership enhances individual motivation in the organization by empowering employees, and delegating authority and decisions to the lowest organizational level where an authoritative decision can be made (Conger & Kanungo, 1988; Thomas & Velthouse,

1990). Empowering leadership involves empowering and coaching employees, encouraging employees, enabling employees to have self-management, providing autonomous decision-making opportunities, and sharing information (Sharma & Kirkman, 2015). It manifests itself with certain behaviors such as sharing power with subordinates, increasing the level of autonomy and responsibility, encouraging subordinates to express their ideas, make collaborative decisions, support information sharing and teamwork (Arnold, Arad, Rhoades & Drasgow, 2000; Chen, Sharma, Edinger, et al. Shapiro and Farh, 2011). It improves the employees' high performance and organizational effectiveness, strengthens the flexibility in management, and the belief in the employees' self-efficacy. It, therefore, reduces the feelings of powerlessness (Conger & Kanungo, 1988). Empowering leadership, creates psychological ownership of the task, increases effectiveness and commitment, provides higher levels of coordination and collective information processing (Cohen, Chang, & Ledford, 1997; Zaccaro, Rittman & Marks, 2001), and encourages employee participation in decision-making. It consists of leader behaviors that express trust, provide autonomy to employees from bureaucratic restrictions, and increase the meaningfulness of employees' work (Ahearne, Mathieu & Rapp, 2005). Empowering leadership is the process of distributing power, autonomy, and responsibility toward employees to increase their intrinsic motivation and the goal of increasing organizational success (Ahearne et al., 2005; Sims, Faraj & Yun, 2009; Amundsen & Martinsen, 2015). It is a leadership approach that aims to develop employees to take action and control themselves and sets limits and guides managers in applying and distributing organizational power (Vecchio, Justin & Pearce, 2010). Empowering leadership encourages employees to take the initiative and manage and control their behavior and delegate their work responsibilities. Empowering leadership allows employees to choose what they have to do and guides them to influence themselves rather than order and command. Thus, enabling employees to show high performances, and creating an organizational environment where employees use all their talents. Empowering leaders believe that employees are self-directed individuals and can act with an impressive sense of reason and direction (Yun, Cox & Sims Jr, 2006).

An empowering leader realistically and dynamically empowers employees who define the necessary, consistent, visible actions and provide authority and responsibility (Bodner, 2005). Empowering leaders who enable employees to act independently by providing autonomy in line with their abilities allows employees to take responsibility and action by supporting their entrepreneurial activities. They spend more time with their employees, take risks with them, draw conclusions from successes and failures, and maintain organizational trust. They are aware of cooperation and teamwork, emphasize the importance of team spirit in the organization, and support innovative work. They spare time for the personal and professional development and motivation of the employees and allow them to spare time for themselves. Empowering leaders who can think and act systematically focuses on the relations between employees and the possible effects of their actions. Those who constantly exchange views with their employees on reaching the goals they set together take into account the organizational effects of the results and continue their activities by considering the effects of their actions. Empowering leaders quickly develop new ways of thinking in extraordinary situations and see the organization's present, future, and relations between employees within the boundaries of the leadership field. They

constantly guide employees and look at their performance from a long-term perspective. By putting the employees at the organization's center, they believe that the targeted performance can only be achieved with the presence of the employees. They spend their energies on their employees and their relationships with them, leading the organization to its goals. Empowering leaders who provide opportunities for cooperation and employees to take the initiative, become the facilitator in the organization (Tamkin, 2010). Empowering leaders allows team members to develop themselves. The leader takes an active role in providing this position to employees, including providing advice, providing resources, and supporting each team member's ideas. Empowerment offers followers different skills such as increasing self-confidence, self-esteem, motivation, and taking an active role in their future (Sosik & Jung, 2010). The empowering leader, who supports the employees in taking action and making their own decisions by revealing their leadership potential, expects them to take over the management of their own work and show high performance (Pelenk, 2020).

There are different dimensions in the literature on empowering leadership. Empowering leadership is defined by Arnold et al. (2000) in five dimensions as; exemplary guidance, participatory decision making, coaching, knowledge sharing, and interaction. Ahaerne et al. (2005) considered it in four dimensions; increasing the meaningfulness of work, encouraging participatory decision making, emphasizing high performance, and autonomy. On the other hand, Konczak, Stelly and Trusty (2000) discussed it in six dimensions as empowerment, responsibility, self-determination, knowledge sharing, skill development, and coaching for innovative performance.

*The empowerment dimension* refers to providing opportunities for employees to make their own decisions to improve the managers' business processes and procedures. *The responsibility dimension* is when the manager gives employees the necessary responsibility and authority in return for the work to be done. *The self-decision dimension* expresses the manager's trust in employees to make independent decisions on important issues regarding their work. *The knowledge sharing dimension* is the sharing of the necessary information with employees to achieve the desired results and realize the organization's goals. While *the skill development dimension* is expressed as the manager's expenditure of effort and time for the training and development of the employees, the coaching dimension for innovative performance means that the manager encourages and guides the employees to try new ideas and solutions at the expense of making mistakes (Konczak et al., 2000).

Since empowering leader behavior reflects a perspective where employees are encouraged to make decisions, share information, and increase innovative efforts (Akdöl, 2015), it is also important to ensure the participation of teachers in decisions to increase innovative studies in schools. Teachers who participate in the decision will adopt the decision more and will be more willing in practice.

In the international literature, it is concluded that empowering leadership positively affects teachers' organizational citizenship (Zhu, 2011; Runhaar, Konermann, & Sanders, 2013; Raub & Robert, 2015; Jada & Mukhopadhyay, 2018; Kim, Beehr & Prewett, 2018), innovative

behavior and innovative climate perceptions. In addition to the researches reached (Vecchio et al., 2010; Sađnak, 2012; Gkorezis, 2015), empowering leadership and organizational commitment (Konczak et al., 2000; Konczak et al., 2000; Bixby, 2016), job satisfaction (Wilkinson, 1998; Konczak et al., 2000; Vecchio et al., 2010; Dewettinck & van Amejide, 2011; Amundsen & Martinsen, 2015), occupational burnout (Dee, Henkin & Duemer, 2003), intention to quit (Stander & Stander, 2016), psychological empowerment (Thomas & Velthouse, 1990; Raub & Robert 2010; Zhang & Bartol, 2010; Lee & Nie 2017), self-efficacy (Arnold et al., 2000; Ahearne et al., 2005; Kim & Beehr, 2017). Leithwood, Harris, and Hopkins (2008) identified empowering leadership as student learning; Sweetland and Hoy (2000), students' literacy and mathematics achievement; Robinson, Hohepa, and Lloyd (2007) emphasized that it increases teachers' autonomy. In this context, it can be said that empowering leadership affects many organizational behaviors. However, the scarcity of studies on empowering leadership in educational organizations in Turkey (Gümüř, 2013; Koçak 2016; Koçak & Burgaz, 2017; Konan & Çelik, 2017; Bayın, 2021; Çelik & Konan, 2021; Dađlı & Kalkan, 2021) draws attention.

## ***Organizational Citizenship***

One of the main characteristics of organizational citizenship, which is behavior that the organization does not formally reward, was used for the first time in the literature by Bateman and Organ (1983) (Dipaola and Neves, 2009). Organizational citizenship behavior, which has in its essence self-sacrifice, ownership, and behaviors exhibited without expecting anything in return (Deluga, 1995), is the extra-role behaviors exhibited by employees to contribute to the organization beyond the officially stated job descriptions and existing standards in the organization (Organ, 1988; Greenberg and Baron, 2000; Schnake and Dumler, 2003). The focus is on the behaviors exhibited by the employee voluntarily to contribute to the social and psychological environment of the organization (Lievens & Anseel, 2004). Apart from their main job descriptions, members of the organization voluntarily contributing to organizational activities, helping other colleagues, making extra efforts for other works, and making similar sacrifices on behalf of the organization are within the scope of organizational citizenship behaviors and are very important for the success of the organization (Sezgin, 2005). Organizational citizenship behaviors increase cooperation in organizational life, help employees develop their sense of responsibility, and enable organizational members to have positive thoughts (Şenturan, 2014). Organizational citizenship behaviors play a positive role in realizing individual and organizational goals (Avcı, 2015). These behaviors positively support high organizational performance (Tokgöz & Aytemiz Seymen, 2013), organizational productivity and commitment, satisfaction, job satisfaction and the effectiveness of their activities (Atalay, 2010), increases the harmony of the group by increasing the morale and motivation of the employees, and increases the sense of belonging and commitment of the employees (Bitmiş, Sökmen & Turgut, 2014).

Organizational citizenship significantly impacts the organization's potential to achieve its goals (in schools and other organizations). In schools where there are teachers with a high level of organizational citizenship behaviors, teachers strive to improve themselves to meet the needs of students and contribute to the school reaching its goals effectively and promptly (Avcı, 2015).

In schools where organizational citizenship behaviors exist, teachers obey the rules and act carefully, punctually, and meticulously while performing their duties. They express their ideas openly by developing themselves personally and professionally. They help their colleagues and students outside of their job descriptions, cooperate by utilizing all their skills and efforts, and keep the organization's interests ahead of their interests. They willingly participate in activities other than their duties, produce ideas for the quality of courses, programs, and other activities at school, prepare for their lessons in the best way, and bring innovative solutions to the school by revealing extracurricular activities (Çimen, 2016).

In the first study to size organizational citizenship behaviors, Smith, Organ, and Near (1983) found that organizational citizenship behaviors include at least two separate dimensions. The first of these dimensions is called altruism or thinking about others, and the second is called generalized compliance, in other words, impersonal conscientious citizenship. Organ (1988), on the other hand, developed the definition of extra-role behaviors and introduced the concept of organizational citizenship behaviors, revealing a five-dimensional structure. These are altruism, conscientiousness, courtesy, civic virtue, and gentlemanliness. Podsakoff and MacKenzie (1989) developed a scale measuring these dimensions, and many researchers used this scale in their research (Act. Göksal, 2017).

Altruism is also called helpfulness or altruism. It expresses employees' willingness to help other employees in matters related to the organization or work and alleviate their workload (Gürbüz, 2006). Conscientiousness refers to the employee's voluntary contribution to the organization's functioning, except for what they must do for the job based on their roles in the job description (Bolat, Bolat & Seymen, 2009). Gentlemanliness is expressed as behaviors that require employees to avoid behaviors that may create an environment of tension and conflict in the workplace and not complain about minor problems. Behaviors such as behaving respectfully in the working environment, avoiding exacerbating problems, positively approaching things, showing a positive attitude towards the problems that occur, and defending the organization against external factors can be evaluated within the scope of gentlemanliness (Gürbüz, 2006).

Courtesy is positive behaviors such as informing each other about work and employee's decisions (Demiröz, 2014), informing individuals who may be affected by an action before an action is taken, learning their thoughts about the action and reporting the planned work on time (Podsakoff et al., 2000). Civic virtue is to participate in meetings and discussions within the organization, be a leader in the adoption of these achievements by other organizational members by closely following the innovations in the organization, express one's opinion on the structure and functioning of the organization, reflect on these issues, and sharing them with other employees are behaviors that can be defined in this dimension (Organ, 1990; cited in İşbaşı, 2000).

The first study in the international literature on organizational citizenship behavior in educational organizations was conducted by DiPaola and Tschannen-Moran (2001). Teachers' organizational citizenship behavior includes student success (Oplatka, 2009; Jurewicz, 2004; Khalid et al., 2010; DiPaola & Hoy, 2005), job commitment (Runhaar, Konermann & Sanders,

2013), job satisfaction and efficacy (Somech & Drach-Zahavy, 2000), organizational socialization (Salavati, Ahmadi, Sheikhesmaeili, & Mirzaei, 2011), organizational and professional commitment (Bogler & Somech, 2004), psychological empowerment and withdrawal (Shapira-Lishchinsky & Tsemach, 2014), school climate (DiPaola & Tschannen-Moran, 2001; Jurewicz, 2004), authentic leadership (Quraishi & Aziz, 2018), empowerment (Tindowen, 2019) and it is seen that they are up to date in the literature (Somech & Ron, 2007; Chen & Carey, 2009; Belogolovsky & Somech, 2010; Zeinabadi & Salehi, 2011; Srivastava & Dhar, 2019).

### ***The Relationship Between Empowering Leadership and Organizational Citizenship***

School administrators' empowering teachers by showing empowering leadership behaviors, enabling them to take responsibility, and supporting them will greatly contribute to teachers' empowerment. This enables them to be effective and efficient and to exhibit behaviors outside of their official duties because empowerment increases employees' belief in their ability to perform meaningful work and influence their environment. Thus, enhancing their ability to work independently and display adaptive behaviors beyond their formal job roles (Spreitzer, 1995). In addition, the autonomy provided to employees through empowerment increases their participation in organizational issues beyond their routine duties (Bogler & Nir, 2012). Empowering leadership effectively affects teachers' organizational commitment (Bogler & Somech, 2004) and organizational citizenship behaviors (Raub & Robert, 2015). Therefore, teachers empowered by school administrators will undertake extra duties other than their official duties, and their organizational citizenship behaviors will increase. On the other hand, organizational citizenship behavior will enable teachers to show more effort in realizing education and training activities. Therefore, the success of the student and thus the school will increase by providing students with a qualified education. In this sense, it is thought that empowering leadership will have an important effect on the high level of organizational citizenship behavior of school administrators, who have an important position in influencing and directing teachers in schools and contributing to their professional development. In this context, this study aimed to determine the effect of school administrators' empowering leadership behaviors on teachers' organizational citizenship behaviors. For this purpose, answers to the following questions were sought.

- 1- What is the level of teachers' perceptions of school administrators' empowering leadership behaviors and organizational citizenship?
- 2- Is there a significant relationship between school administrators' empowering leadership behaviors and teachers' organizational citizenship perceptions?
- 3- Is the empowering leadership behavior of school administrators a significant predictor of teachers' organizational citizenship perceptions?

## Method

The research was designed in the survey model to reveal the predictive power of school administrators' empowering leadership behaviors on teachers' organizational citizenship behaviors.

### Participants

The research study population consisted of 465 teachers working in primary schools in the city center of Bolu. Since the research aimed to reach the entire study population, no sample was taken. Feedback was obtained from 336 teachers.

### Data Collection Instruments

In the study, the data were collected using the scale of teachers' Empowering Leadership Scale and Organizational Citizenship Behavior Scale.

#### *Empowering Leadership Scale*

The Turkish adaptation of the scale developed by Konczak, Stelly, and Trusty (2000) was made by Konan and Çelik (2018). The scale consists of 3 dimensions and 17 items: empowerment (3 items), responsibility (3 items), and support (11 items). The Cronbach Alpha reliability coefficients made by Konan and Çelik (2018) were determined as .76, .82, and .80, respectively. In this study, the Cronbach Alpha coefficient of the scale was calculated as .81 in the scale total, .78 in the empowerment dimension, .84 in the responsibility dimension, and .82 in the support dimension. The scale developed in a five-point Likert type is graded as "never" (1), "rarely" (2), "sometimes" (3), "often" (4) and "always" (5). In the study, the arithmetic averages of the Empowering Leadership Scale and its dimensions were interpreted as 1.00-1.79 "very low", 1.80-2.59 "low", 2.60-3.39 "medium", 3.40-4.19 "high", and the range of 4.20-5.00 "very high".

#### *Organizational Citizenship Behavior Scale*

The scale was prepared by Podsakoff and MacKenzie (1989) based on Organ's (1988) five dimensions of organizational citizenship behaviors. It was later developed by MacKenzie, Moorman, and Fetter (1990) and Moorman (1991) (Cited by Polat, 2007). Polat (2007) adapted the scale to Turkish. The organizational Citizenship Behavior Scale consists of 4 dimensions and 20 items: cooperation (8 items), fairness (4 items), conscientiousness (4 items), and civic virtue (4 items). In the reliability analysis by Polat, the Cronbach's Alpha coefficient of the whole scale was .89; .86 in the helping dimension; .81 on the gentlemanliness dimension. It was calculated as .88 in the conscientiousness dimension and .82 in the dimension of civic virtue. As a result of the reliability analysis conducted in this study, the Cronbach's Alpha coefficient of the scale was .90 in the total scale score; .88 in the helping dimension; .82 on the gentlemanliness dimension. It was calculated as .89 in the conscientiousness dimension and .85 in the civic virtue dimension. The scale, which was developed in a five-point Likert type, was graded as "strongly disagree"



(1), "disagree" (2), "undecided" (3), "agree" (4), and "strongly agree" (5). The arithmetic averages of the Organizational Citizenship Scale and its dimensions were interpreted as 1.00-1.79 "very low", 1.80-2.59 "low", 2.60-3.39 "medium", 3.40-4.19 "high", and the range of 4.20-5.00 "very high".

## Data Analysis

The results obtained for the skewness-Kurtosis coefficients for the normality of the data obtained in the study are presented in Table 1 below.

**Table 1**  
*Skewness-Kurtosis Coefficients for Data Normality*

Scale and Dimensions	Skewness	Kurtosis
Delegation	-.712	.253
Responsibility	.122	.936
Supporting	-.833	.446
Empowering Leadership Scale Total Score	-.381	.556
Solidarity	-.511	.714
Gentlemanliness	-.348	.413
Conscientiousness	-1.033	.147
Civil Virtue	-.642	.413
Organisational Citizenship Scale Total Score	-.140	.236

When Table 1 above is examined, it has been determined that the skewness and kurtosis coefficients of the total scale scores and all dimensions are +1.5 and -1.5. The values of skewness and kurtosis between +1.5 and -1.5 indicate that the data show normal distribution (Tabachnick & Fidell, 2013). Therefore the data are distributed with the norm. Parametric tests were used to analyze the data since the data showed a normal distribution. Whether there was a multicollinearity problem among the independent variables was examined with the r coefficients and it was determined that the r coefficients were lower than .90. In order for the problem of multicollinearity not to arise, the r coefficient between the independent variables should be below 0.9 (Field, 2009; Tabachnick & Fidell, 2013). In addition, whether there is a multicollinearity problem among the independent variables that does not make the regression analysis suitable was also examined with the Variance Amplification Factor (Variance Inflation Factor/VIF: less than 10) and tolerance values (greater than 0.2). It was determined that the VIF value ranged between 1.91 and 3.28. The tolerance value is between .44 and .52. These obtained values show that there is no multicollinearity problem between the variables (Field, 2009; Stevens, 2009).

## Findings

In this section, the findings on teachers' perceptions of school administrators' empowering leadership behaviors and organizational citizenship, the relationship between school administrators' empowering leadership behaviors and teachers' organizational citizenship

perceptions, and the predictive level of school administrators' empowering leadership behaviors on teachers' organizational citizenship perceptions are included.

Teachers' perceptions of school administrators' empowering leadership behaviors are presented in Table 2 below.

**Table 2**

*Teachers' Perceptions of School Administrators' Empowering Leadership Behaviors*

Scale and Dimensions	N	$\bar{x}$	SS
Delegation	336	3.25	.451
Responsibility	336	4.02	.733
Supporting	336	3.83	.690
Empowering Leadership Scale Total Score	336	3.51	.521

When Table 2 above is examined, teachers' perceptions of school administrators' empowering leadership behaviors are high in the scale total ( $\bar{x}=3.51$ ), responsibility ( $\bar{x}=4.02$ ), and support ( $\bar{x}=3.83$ ) dimensions. In contrast, empowerment ( $\bar{x}=3.25$ ) was determined at a moderate level. These findings are high in school administrators' responsibility and support dimensions, and the sum of the scale shows that they exhibit moderate empowering leadership behavior in the empowerment dimension.

Teachers' perceptions of organizational citizenship are presented in Table 3 below.

**Table 3**

*Teachers' Perceptions of Organizational Citizenship*

Scale and Dimensions	N	$\bar{x}$	SS
Solidarity	336	3.98	.512
Gentlemanliness	336	4.03	.414
Conscientiousness	336	4.06	.620
Civil Virtue	336	4.18	.881
Organizational Citizenship Scale Total Score	336	4.11	.590

When Table 3 above is examined, it can be determined that teachers' organizational citizenship perceptions are high on the scale total ( $\bar{x}=4.11$ ), cooperation ( $\bar{x}=3.98$ ), gentlemanliness ( $\bar{x}=4.03$ ), conscientiousness ( $\bar{x}=4.06$ ), and civic virtue ( $\bar{x}=4.18$ ) dimensions. These findings show that teachers exhibit high organizational citizenship behaviors in the total score of the organizational citizenship scale and all its sub-dimensions.

The results of the Pearson correlation analysis for the relationships between school administrators' empowering leadership behaviors and teachers' organizational citizenship perceptions are presented in Table 4 below.

**Table 4**

*Pearson Correlation Analysis for the Relationships between School Administrators' Empowering Leadership Behaviors and Teachers' Organizational Citizenship Perceptions*

		Solidarity	Gentlemanliness	Conscientiousness	Civil Virtue	Organizational Citizenship
<b>Delegation</b>	r	0.74**	0.78**	0.77**	0.75**	0.79**
<b>Responsibility</b>	r	0.82**	0.76**	0.71**	0.83**	0.85**
<b>Supporting</b>	r	0.84**	0.82**	0.74**	0.80**	0.83**
<b>Empowering Leadership</b>	r	0.85**	0.81**	0.86**	0.84**	0.87**

\*\* $p < 0.05$

When Table 4 above is examined, a positive and highly significant relationship is found between the overall empowering leadership scale and the overall organizational citizenship scale ( $r=.87$ ;  $p<0.05$ ). A highly significant positive correlation was found between the empowering leadership scale total score and the dimensions of organizational citizenship scale cooperation ( $r=.85$ ;  $p<0.05$ ), courtesy ( $r=.81$ ;  $p<0.05$ ), conscientiousness ( $r=.86$ ;  $p<0.05$ ), and civic virtue ( $r=.87$ ;  $p<0.05$ ).

There was a high-level positive relationship between the empowering leadership scale empowerment dimension and organizational citizenship scale total score ( $r=.79$ ;  $p<0.05$ ) and cooperation ( $r=.74$ ;  $p<0.05$ ), fairness ( $r=.78$ ;  $p<0.05$ ), conscientiousness ( $r=.77$ ;  $p<0.05$ ) and civic virtue ( $r=.75$ ;  $p<0.05$ ). There was a high positive relationship between the empowering leadership scale responsibility dimension and organizational citizenship scale total score ( $r=.85$ ;  $p<0.05$ ) and cooperation ( $r=.82$ ;  $p<0.05$ ), fairness ( $r=.76$ ;  $p<0.05$ ), conscientiousness ( $r=.71$ ;  $p<0.05$ ), and civic virtue ( $r=.83$ ;  $p<0.05$ ). A positive and highly significant relationship was found between the empowering leadership scale support dimension and organizational citizenship scale total score ( $r=.83$ ;  $p<0.05$ ), helping each other ( $r=.84$ ;  $p<0.05$ ), fairness ( $r=.82$ ;  $p<0.05$ ), conscientiousness ( $r=.74$ ;  $p<0.05$ ), and civic virtue ( $r=.80$ ;  $p<0.05$ ).

The regression results for the effect of the empowering leadership scale sub-dimensions on the organizational citizenship scale sub-dimensions are presented in Table 5 below.

**Table 5**

*The Regression Results for the Effect of the Empowering Leadership Scale Sub-dimensions on the Organizational Citizenship Scale Sub-Dimensions*

Independent Variable	Model 1 Dependent Variable Solidarity			Model 2 Dependent Variable Gentlemanliness			Model 3 Dependent Variable Conscientiousness			Model 4 Dependent Variable Civil Virtue		
	$\beta$	t	p	$\beta$	t	p	$\beta$	t	p	$\beta$	t	p
<b>Constant</b>	1,21	2,84	0.00*	1,33	3,26	0.00*	1,02	2,68	0.00*	1,24	2,92	0.00*
<b>Delegation</b>	0.58	1.73	0.00*	0.61	2.96	0.00*	0.63	3.76	0.00*	0.46	2.81	0.00*
<b>Responsibility</b>	0.83	2.97	0.00*	0.73	3.66	0.00*	0.58	2.11	0.00*	0.71	3.34	0.00*
<b>Supporting</b>	0.76	3.27	0.00*	0.64	2.37	0.00*	0.82	2.33	0.00*	0.80	3.51	0.00*
	<i>F</i> 79.51			<i>F</i> 81.04			<i>F</i> 79.43			<i>F</i> 82.01		
	<i>p</i> 0.00*			<i>p</i> 0.00*			<i>p</i> 0.00*			<i>p</i> 0.00*		
	<i>R</i> <sup>2</sup> 0.72			<i>R</i> <sup>2</sup> 0.77			<i>R</i> <sup>2</sup> 0.76			<i>R</i> <sup>2</sup> 0.79		

The findings obtained from the regression analysis for the sub-dimensions of the empowering leadership scale to predict the sub-dimensions of organizational citizenship in Models 1, 2, 3, and 4 in Table 5 are as follows: When Model 1 is examined, it was determined that the empowering leadership scale sub-dimensions and organizational citizenship scale cooperation dimension ( $F=79.51$ ;  $p<0.01$ ) were significant predictors. The sub-dimensions of the empowering leadership scale explain 72% ( $R^2 = 0.72$ ) of the total variance in teachers' perceptions of organizational citizenship in the supporting dimension. When p values were examined, it was determined that each empowering leadership scale dimension significantly predicted teachers' organizational citizenship perceptions in the supporting dimension ( $p<0.01$ ).

When Model 2 was examined, it was determined that the empowering leadership scale sub-dimensions and organizational citizenship scale's gentlemanliness dimension ( $F=81.04$ ;  $p<0.01$ ) were significant predictors. The sub-dimensions of the empowering leadership scale explain 82% ( $R^2 = 0.77$ ) of the total variance in teachers' perceptions of organizational citizenship in the gentlemanliness dimension. When p values were examined, it was determined that each empowering leadership scale dimension significantly predicted teachers' organizational citizenship perceptions in the gentlemanly dimension ( $p<0.01$ ).

When Model 3 was examined, it was determined that the empowering leadership scale sub-dimensions and organizational citizenship scale conscientiousness dimension ( $F=79.43$ ;  $p<0.01$ ) were significant predictors. The sub-dimensions of the empowering leadership scale explain 76% ( $R^2 = 0.76$ ) of the total variance in teachers' perceptions of organizational citizenship in the conscientiousness dimension. When the p values were examined, it was

determined that each empowering leadership scale dimension significantly predicted teachers' organizational citizenship perceptions in the conscientiousness dimension ( $p < 0.01$ ).

When Model 4 was examined, it was determined that empowering leadership scale sub-dimensions and organizational citizenship scale civic virtue dimension ( $F = 82.01$ ;  $p < 0.01$ ) were significant predictors. The empowering leadership scale sub-dimensions explain 79% ( $R^2 = 0.79$ ) of the total variance in teachers' perceptions of organizational citizenship in the civic virtue dimension. When  $p$  values were examined, it was determined that each empowering leadership scale dimension significantly predicted teachers' organizational citizenship perceptions in the civic virtue dimension ( $p < 0.01$ ). Together with the increase in the empowering leadership behaviors of school administrators in the dimensions of empowerment, responsibility, and support, these findings show that teachers' organizational citizenship perceptions will also increase in the dimensions of cooperation, gentlemanliness, conscientiousness, and civic virtue.

The regression results for the effect of school administrators' empowering leadership behaviors on teachers' perceptions of organizational citizenship are presented in Table 6 below.

**Table 6**

*The Regression Results for the Effect of School Administrators' Empowering Leadership Behaviors on Teachers' Perceptions of Organizational Citizenship*

<b>Model 5</b>			
<b>Dependent Variable</b>			
<b>Organizational Citizenship</b>			
<b>Independent Variable</b>	$\beta$	t	p
<b>Constant</b>	1,40	3,14	0.00*
<b>Empowering Leadership</b>	0.98	2.56	0.00*
		<i>F</i> 76.14	
		<i>p</i> 0.00*	
		<i>R</i> <sup>2</sup> 0.75	

When Model 5 in Table 6 above was examined, it was determined that school administrators' empowering leadership behaviors significantly predicted teachers' perceptions of organizational citizenship ( $F = 76.14$ ;  $p < 0.01$ ). School administrators' reinforcing leadership behaviors explain 80% of the total variance ( $R^2 = 0.75$ ) in teachers' perceptions of organizational citizenship. This finding shows that teachers' perceptions of organizational citizenship will increase with school administrators' empowering leadership behaviors.

## Discussion

Teachers' perceptions of school administrators' empowering leadership behaviors were high in terms of the scale total and responsibility and support. In contrast, it was medium in terms of empowerment. In their study, Konan and Çelik (2017) show that the empowering leadership behaviors of school administrators are usually at level; however, Koçak (2016) concluded that it is at a high level. It is positive that school administrators exhibit empowering

leadership behaviors in the responsibility and support dimensions of the study. However, school administrators' empowerment by exhibiting a higher level of leadership behaviors in the empowerment dimension will enable teachers to take responsibility, work effectively, and be cooperative. Delegation of authority enables employees to be more effective in their work, helps them develop their knowledge, skills, and abilities, encourages them to increase their individual experiences, increases the quality of decision-making, enable direct access to information, and increases efficiency and effectiveness (Wetton & Cameron, 2011). Since it allows employees to participate, it facilitates their adoption and implementation of these decisions (Derdiman & Uysal, 2014). The responsibility that comes with the transfer of authority enriches the employee's job, makes the employee feel more self-confident, and develops a sense of responsibility. As the employees fulfill their responsibilities due to the delegation of authority, and they have the opportunity to prove themselves, their motivation increases, and therefore they become more productive. It can be stated that school efficiency will increase due to school administrators exhibiting high levels of empowering leadership behaviors in the empowerment dimension. In this sense, the authority given to teachers will strengthen them, increase their self-confidence and courage, and enable them to reveal their potential. Since teachers are at the center of educational activities and are in the closest position to students, it would be beneficial for them to be empowered by school administrators in the delegation of authority. This way, the decisions to solve problems that may arise are fast and accurate.

Teachers' perceptions of organizational citizenship are at high levels in all dimensions, including the total scale of cooperation, gentlemanliness, conscientiousness, and civic virtue. When the literature is examined, it is concluded that the organizational citizenship behaviors of teachers are high and studies support the result of this research (Yancı, 2011; Altinkurt & Yılmaz, 2012; Sezgin & Kılınc, 2012; Cinay, 2015; Bayrak, 2017; Sönmez & Cemaloğlu, 2017; Akdemir, 2018; Ertürk, 2018; Alarçin, 2020; Çelik & Konan, 2021). The success of schools is largely related to the willingness of teachers to perform their duties and their willingness to exhibit out-of-duty role behaviors voluntarily without expecting anything in return (DiPaola & Tschannen-Moran, 2001). It is difficult to include all dimensions of organizational behaviors shown by employees that are officially in their job descriptions. Therefore, employees need to exhibit behaviors outside of their official duties in terms of organizational efficiency (Berber, 2010). In schools, the willingness of teachers to fulfill their duties is important for the successful completion of the task. In addition, it can be very difficult to plan and formalize all the activities in schools because it can be difficult to plan educational activities according to all students' cognitive, affective, social, psychological, and psycho-motor characteristics. In this sense, teachers can organize extra activities according to the characteristics of their students. Helping teachers on special days and weeks organized in schools can develop their sense of responsibility. Employees who exhibit organizational citizenship behaviors can increase organizational efficiency by making the organization a more convenient place, using opportunities more effectively and efficiently, establishing more harmonious relationships, and displaying more extra-role behaviors (Özler, 2012). Teachers exhibiting organizational citizenship behaviors in schools cooperate with their colleagues who have a heavy workload, help them in the preparation of classes, take part in boards and commissions, gain expertise in

areas that will contribute to their professional work, prepare special additional assignments suitable for student levels, and voluntarily participate in extracurricular activities (Bogler & Somech, 2008). 2004; DiPaola, Tarter & Hoy, 2005). This can also be described as a desirable situation in schools because the effective use of resources by creating a positive school environment and teachers' working in collaboration and participating in other educational activities alongside teaching will increase students' success. These factors will thus increase the efficiency of the school.

There is a positive and highly significant relationship between the total score of the empowering leadership scale and the dimensions of empowerment, responsibility, support, and the total score of the organizational citizenship scale and the dimensions of cooperation, gentlemanliness, conscientiousness, and civic virtue. Çelik & Konan (2021) found a moderate positive relationship between school principals' empowering leadership and teachers' perceptions of organizational citizenship. The empowering behaviors of school principals that support teachers contribute to the unconditional help of teachers to improve the conditions of their personal or professional environments by ensuring the harmony between the professional goals of the teacher and the goals of the school (DiPaola et al., 2005). Planning the teaching offered to teachers, organizing classroom activities and extracurricular activities, and gaining power and development opportunities within the organizational structure can enable teachers to become stronger and exhibit extra-role behaviors autonomously (Çelik & Konan, 2021). Employees are expected to have feelings of control, commitment, and competence related to their work in the face of empowering leadership behaviors that provide decision-making, control, autonomy, and power authority (Albrecht & Andreetta, 2011). Employees who believe that they are competent and in control of their job are likely to exhibit organizational citizenship behaviors. In this context, it may be beneficial for the efficiency of the school if school administrators try to exhibit empowering leadership behaviors by using empowerment in increasing teachers' organizational citizenship behaviors.

The empowering leadership scale total score and its sub-dimensions significantly predict the total score of the organizational citizenship scale. It is possible to find findings (Podsakoff et al., 2000; Runhaar, Konermann, & Sanders, 2013; Jada & Mukhopadhyay, 2018; Çelik & Konan, 2021) that support the result of this research and that empowering leadership positively affects organizational citizenship. Leadership styles of managers have significant effects on positive job outcomes and employee behaviors (Yukl, 2008). School administrators' empowerment strategies significantly affect teachers' behaviors, thoughts, and attitudes (Blase & Blase, 2001). Teachers' organizational citizenship behaviors are considered positive behaviors in the organization (Altinkurt, Anasız, & Ekinci, 2016). They are important factors contributing to school effectiveness that reduce school administrators' administrative roles (DiPaola & Tschannen-Moran, 2001). Creating a positive school climate can benefit from empowerment to increase teachers' performance and organizational citizenship behaviors, which are very important in increasing the efficiency of the school. organizational citizenship behavior is critical in creating a quality educational environment (DiPaola & Hoy, 2005). Empowerment will enable teachers to have a say in matters related to their duties and express their ideas, positively affect creativity and performance (Nedimoğlu, 2008), and contribute to their greater effort outside of

their official duties, thereby increasing organizational citizenship behaviors. In this sense, it can be said that the empowering leadership behaviors of school administrators will be effective in the quality of the educational activities offered by teachers by undertaking roles and behaviors other than their official duties. The collaborative working environment and strong management support increase teachers' job satisfaction and productivity (Gu & Day, 2013). School administrators undoubtedly have an important role in teachers who help each other to get things done, take care of the class of the absent teacher voluntarily, help new teachers, share knowledge, obey the school rules and regulations, do their work on time, take part in boards and commissions voluntarily, and strive for a solution without exacerbating the problems. Since empowering leadership behaviors affect teachers' perceptions of organizational citizenship significantly, it can be said that organizational citizenship behaviors will increase as school administrators empower teachers and ensure that they take responsibility within the framework of their authority, encourage teachers in solving problems and support their ideas.

## **Conclusion**

School administrators' empowering leadership behaviors significantly affect teachers' perceptions of organizational citizenship. According to teacher perceptions, it is a remarkable result that school administrators' empowering leadership behaviors are at a moderate level in the dimension of empowerment. Teachers should be empowered with responsibilities and participation in decision processes to increase the empowering leadership behaviors of school administrators to a high level in the dimension of empowerment. It would be beneficial for school administrators to exhibit empowering leadership behaviors for teachers to exhibit more organizational citizenship behaviors.

## **Recommendations**

1- To increase the empowering leadership behaviors of school administrators in the dimension of empowerment;

a) It should be ensured that teachers are given authority within the framework of responsibilities and should participate in the decision-making process.

b) Teachers should be delegated important tasks at school. This will show that school administrators trust teachers.

c) An environment where teachers can make their own decisions without explaining the job they will do could be ensured.

2- Ensuring that teachers participate in decision-making and take responsibility, that school administrators delegate their authority and autonomy to teachers, especially in educational activities, support their professional development, give responsibilities, and guide them will increase teachers' organizational citizenship behaviors.

3- School administrators for teachers to show more effort by exhibiting organizational citizenship behaviors should;

a) Authorize teachers. This can give responsibility to teachers within the framework of the authority given to them.

b) Share information that teachers need.

c) Encourage teachers by providing opportunities for them to acquire new skills.



- d) Encourage teachers to solve the problems they encounter in their work.
  - e) They can correct and enable them to learn and develop from their experiences when teachers make mistakes.
- 4- Studies involving different methods and study universe can be conducted to determine the empowering leadership behaviors of school administrators.

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