



Teacher Empowerment: School Administrators' Roles¹

Aydın BALYER² Kenan ÖZCAN³ Ali YILDIZ⁴

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ABSTRACT

Purpose: Teacher empowerment involves investing teachers with the right to participate in the determination of school goals and policies as informed by their professional judgment. By empowering teachers, teachers can discover their potential and limitations for themselves as well as developing competence in their professional development. This makes teacher empowerment a crucial issue. The primary aim of this research is to determine school administrators' roles in empowering the teachers at their schools.

Research Method: In this study, the researcher used a qualitative research design. The data were analyzed in accordance with the content analysis method. The researcher interviewed 20 teachers through over the course of this study. The researcher chose the respondents according to the purposive sampling method.

Results: The results reveal that administrators have empowered these teachers by providing opportunities for shared decision-making, improving their status, making schools more attractive places, building relationships on principles of trust and creating good communication among teachers. However, administrators do not adequately support their professional development, develop their self-efficacy, support their autonomy or employ them in some managerial roles.

Implications for Research and Practice: One main conclusion arising from the research is that administrators empower teachers by providing shared decision-making, improving their status, making schools more attractive places, building relationships depending on trust and creating good communication among teachers. However, administrators do not support their professional development adequately, develop their self-efficacy, support their autonomy or employ them in some managerial roles.

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² Corresponding Author: Yıldız Technical University, TURKEY e-mail: balyer2001@gmail.com, ORCID: <http://orcid.org/0000-0003-1784-2522>.

³ Adiyaman University, TURKEY, e-Mail: kozcan04@hotmail.com, ORCID: <http://orcid.org/0000-0002-2106-0972>.

⁴ Yıldız Technical University, TURKEY e-Mail: aceyildiz@gmail.com, ORCID: <http://orcid.org/0000-0003-3033-917>.

Introduction

Teachers' collective efforts are believed to have a direct influence on better student performance. This makes teachers' work critical both for schools and inherently for society. In this regard, Crum, Sherman and Myran (2009) emphasize that rising demands for student success have changed the role of administrators regarding teacher empowerment. For this reason, Bogler and Nir (2012) claim that empowering teachers and building a supportive environment at a school is believed to be a viable solution to problems related to educational effectiveness. Therefore, teacher empowerment draws a lot of attention in the field of teacher education.

Teacher Empowerment

According to Bogler and Nir (2012), empowerment suggests real changes in one's professional expertise, rising autonomy, and involvement in decision making processes. Similarly, Bolin (1989) emphasizes that empowerment is participating in decisions about school goals and practicing these decisions in the educational field. Kimwaley, Chirure and Omondi (2014) assert that an empowered individual has the skills and knowledge to act or improve in a positive way. Through teacher empowerment, teachers develop their own competence and self-discover their potential and limitations.

With regard to education, teacher empowerment has correlations to motivation and provides teachers with knowledge about themselves and their colleagues in order to foster student achievement collaboratively (Dee, Henkin, & Duemer, 2002). According to Bogler and Somech (2004), there is a correlation between teacher empowerment and student success. Additionally, Hatcher (2005) proposed that teacher empowerment is the opportunity to exercise teacher leadership by creating a non-hierarchical network of collaborative learning.

Moreover, Kirby, Wilmpberger and Keaster (1992) emphasize that teacher empowerment is influenced by teacher quality, their background, personality, and expectations and the implemented programs at a school. Also, Irwin (1991) indicates that empowered educators believe in themselves and their abilities, understand the system, dedicate time and energy to their work and respect others.

In many studies, teacher empowerment is proved to be related to many different management strategies such as facilitative administration, making decisions, control and leadership. In this study, teacher empowerment falls into seven prescribed areas.

Teacher Empowerment through Providing Decision Making

Klecker and Loadman (1998) highlight the fact that decision-making includes teachers' involvement in educational decisions such as financial issues, choosing teachers, determining programs, and measuring student success. Short and Greer (1997) claim that decision making should be exercised more carefully and that teachers' participation areas should be well defined. Hence, Short (1994) states that providing teachers' full-participation in critical decisions impacts their quality of work. By doing so, their voice is heard in many areas related to their work.

With teacher empowerment, it is often purposed to increase teachers' decision-making authority and accountability in their fields. Furthermore, when teachers participate in making decisions, their problem-solving ability improves, and the entire school benefits from it, resulting in a feeling of stronger commitment to the overall organization (Dee, Henkin & Duermer, 2002; Devos, Tuytens, & Hulpia, 2014, Moran, 2015). Therefore, delegating decision-making tasks to teachers is a major element of teacher empowerment. However, schools should have certain and well-explained rules regarding teacher participation in order to avoid its becoming a privilege for just a few teachers.

Teacher Empowerment through Providing Opportunities for their Professional Growth

According to Klecker and Loadman (1998) professional development refers to facilities that schools provide for teachers to increase their professional assets in an uninterrupted fashion, especially in terms of their teaching skills. They can develop their skills and learn more about the work via these professional development activities. In this respect, administrators can enhance teachers' effectiveness by supporting their professional development efforts (Short & Greer, 1997; Thomas & Velthouse, 1990). By empowering teachers via these kinds of developmental activities, administrators can create more teacher leaders. They can also prevent teachers' stress as well as identifying their needs and offering professional learning experience as administrators (NCCTQ, 2007).

Teacher Empowerment through Improving their Status

Teachers' status affects how they perceive themselves both at the school and in the community as well as their ability to teach. It also refers to their perceptions of having professional respect from other teachers at school with regard to their knowledge and expertise (Klecker & Loadman, 1998; Short, 1994).

Maeroff (1988) claims that teachers want to be treated like professionals. In this way, they retain control over their own teaching practices. Therefore, according to Rinehart, Short, Short and Eckley (1986), administrators should support or facilitate their teachers' work by empowering their status.

Teacher Empowerment through Developing their Self-efficacy

When teachers feel competent about their abilities, it affects student learning in a positive way. Empowering teachers is believed to influence their feeling of competency. This refers to teachers' perceptions of their knowledge, skills and talents for helping their students and establishing good programs for their students (Klecker & Loadman, 1998). In this regard, school administrators can empower teachers by offering simple compliments and recognizing student achievement, which in turn rewards the teachers who made the student achievement possible (Kimwarey, Chirure, & Omondi, 2014).

Teacher Empowerment through Supporting their Autonomy

Teachers' autonomy is their sense of freedom to make their own decisions about timing, programs, books and instructional planning (Klecker & Loadman, 1998). According to Short (1994) teachers' work control allows them to make their own decisions and take more risks. In this manner, Short and Greer (1997) claim that creating a supportive environment can build teachers' sense of autonomy.

Teachers who are more autonomous want to implement original ideas during their teaching practices, take risks, assist students, and develop skills. In this regard, creating opportunities for teachers to become more involved with new initiatives and responsibilities develops teacher autonomy. Furthermore, Dee, Henkin, and Duemer (2002) emphasize that empowerment can become a determinant of organizational commitment. It is also believed to lower teacher burnout increase.

Teacher Empowerment through Improving Social Attractiveness, Trustworthiness and Communication

Empowerment is a significant predictor of interpersonal-level trust (Goyne, Padgett, Rowicki & Triplitt, 1999). Therefore, another way to empower teachers is to create an atmosphere consisting of social attractiveness, trustworthiness and communication at school. According to Moye, Henkin and Egley (2005), because effective communication skills are crucial in a school setting, administrators must focus on establishing trusting relationships and improving meaningful communication in order to empower teachers and develop an environment of collaborative leadership.

Teacher Empowerment through Employing Them as Assistant Principals

Teachers who have some leadership roles may develop their work skills as well (Gerke, 2004; Kimwarey, Chirure, & Omondi, 2014). Moreover, Bartholomew, Melendez-Delaney, Orta, and White (2005) discuss that employing teachers in some managerial positions, such as assistant principals or coordinators, can empower them. While performing these roles, teachers can develop their leadership and administrative capacities, which may result in a better climate of student discipline. Such empowerment practices may also allow principals to assist teachers with instructional practice.

Purpose and Significance of the Research

Through teacher empowerment, schools expand the quality of educational results. For this reason, it is important to research school administrators' roles in the teacher empowerment process. Thus, the primary objective of this research is to determine school administrators' roles in empowering teachers. Conducting such a study seeks to supply recommendations for decision-makers and senior administrators.

Method

Research Design

This qualitative study aims to analyze school administrators' roles in teacher empowerment by providing decision making opportunities, providing professional development, improving teachers' status, developing teachers' self-efficacy, improving teachers' autonomy, creating social attractiveness, trustworthiness and communication and employing teachers in some administrative positions. The main objective of qualitative studies is to provide in-depth knowledge in any topic.

The main aim of using qualitative research procedures is to describe, analyze, and interpret a group's common design of behaviors, beliefs, and language (Creswell, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2006). In a similar way, Creswell (2008) indicated that qualitative research requires the development of questions, procedures and the data obtained from the respondents around common themes. In this regard, the researcher made interpretations of the data gathered. By employing this research pattern and using interviews, the research found common behaviors, beliefs, and language shared among teachers.

Survey Group

In this study, the researcher interviewed 20 teachers who work in Istanbul. The research was conducted during the 2015–2016 school year. The researcher chose the working group with a maximum variation sampling method, which permits the researcher to select a small number of respondents. This method also extends the diversity of the respondents' opinions about the main theme.

Table 1

The Academics' Demographics

Age	n	Gender	n	Total Experience	n	Experience at School	n	Education	n
25–35	2	Male	1	1–5 years	9	1–5 years	18	Graduate	17
36–46	9	Female	9	6–10 years	4	6–10 years	1	Masters	3
47–57	7			11–15 years	5	11–15 years		PhD	
58+	2			16–20 years		16–20 years	1		
				21 +	2	21 +			
Total	20		20		20		20		20

Data Collection and Analysis

In this research, the researcher collected the data with a constructed semi-structured interview method. Under this method, respondents can express their views frankly.

The researchers obtained the data in accordance with the following procedure: First, they informed the teachers the aim of the research. The teachers were invited to take part in the research voluntarily after consenting to the confidentiality of the data. They consented to keep their identities secret. They were also informed that their names would not be shared with anyone else. Second, the interviews were planned for a particular day, and they were interviewed accordingly. The researcher recorded the interviews with their permission, and each interview lasted about 45–60 minutes.

In this research, the data were analyzed using the content analysis technique, which is based on analyzing similar data on a topic and commenting on it (Mayring, 2000). The data analysis process requires certain procedures to be followed. First of all, the researcher listened to each recording to make certain the data was correct. In this regard, the respondents' interview transcripts were examined according to the required procedures. These procedures are the development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. Here, the researchers coded every respondent's interview independently according to their opinions about school administrators' roles in teacher empowerment.

The researchers grouped emerging themes and repeated themes into coding categories in three steps defined as category definition, exemplification, and codification regulation. In this process, first, the researchers separated the answers into meaningful categories, named, and coded. Here, the researchers conceptualized the questions and named them with seven different statements such as decision making, teacher professional development, improving teachers' status, developing teachers' self-efficacy, developing teachers' autonomy, providing social attractiveness, trustworthiness and communication and empowering them in some administrative positions. Secondly, the researcher identified common themes among the aforementioned topics. Third, the researchers tried to avoid repetition. Finally, the researchers explained the results as they relate to each other. The researchers also proposed a cause-and-effect relationship among the independent components. The researchers coded the respondents' opinions as T1, T2, T3, T4, etc.

In the data organization and analysis process, the researcher used the constant comparative approach, which involves the saturation of categories and the emergence of theory (Bogdan & Biklen, 1998; Glaser, 1992). Through this method, the researcher reviewed the collected data around some key issues and recurrent events or activities. Moreover, the researchers reviewed each participant's data several times for confirmatory and contradictory statements.

Trustworthiness and Rigor

In order to provide the validity and reliability of the research, the researchers took some precautions. First of all, the interviewer just facilitated the interview and listened the respondents without directing them. Second, the researchers made it possible for six field experts to review the interview questions. After taking their feedback on the questions, the latest interview forms were developed in accordance with this expert feedback. Moreover, each interviewed subject was promised complete confidentiality. The researcher carried out the interviews outside of the schools in order to avoid power relations.

Furthermore, in order to foster the internal validity of the research, the researchers reviewed the related literature to create a contextual framework for developing the interview form. In this regard, member checking was performed. Additionally, respondents could explain their views frankly and honestly since their identities were kept confidential. Second, for the purposes of expanding the external validity of the research, the research process – the research design, study group, data collection and analysis – was described in detail. Third, in order to ensure internal reliability, the researcher recorded all of the data without interpretation.

Furthermore, the researchers included another field expert and faculty member who has experience on qualitative research to code the data gathered from the teachers in addition to their own coding. Then they compared that data analysis to calculate the consistency. As a result of this comparison, they found 94% consistency between their coding and the expert's coding (Miles & Huberman, 1994). Finally, in order to provide external reliability, they described the research process in detail. The researchers have preserved the raw data and coded data for other researchers who wish to examine them.

On the other hand, this research has also several limitations. In the first place, the respondents were comprised of volunteers, and they do not represent other teachers in the educational system. As the data were obtained from a limited group, caution should be exercised while inferring results. Then, the researchers were the main instrument of the data analysis process, and the analyses and results are a product of their interpretation and perspective. Therefore, another researcher may reach different results with the same data sets (Bogdan & Biklen, 1998; Creswell, 2002).

Results

This study aimed to determine school administrators' roles in teacher empowerment in terms of providing decision making and teacher professional development, improving teachers' status and self-efficacy, teachers' autonomy, social attractiveness, trustworthiness and communication and employing them in some administrative positions.

Teacher Empowerment through Providing Shared Decision Making Opportunities

In this regard, most teachers (n=12) indicate that their administrators seek their opinions, which makes them feel content. The administrators usually implement the decisions made in the teachers' meetings, but they sometimes make decisions on their own without asking the teachers' opinions for quick decisions. Moreover, while doing SWOT analysis, the administrators often ask for teachers' opinions because it is not possible to implement the decisions taken without asking them. However, some teachers reported that (n=8) their administrators do not ask for their teachers' opinions while making decisions. To make matters worse, the administrators sometimes pretend to ask for teachers' opinions. A young teacher said, *"In fact, making decisions together is the best way. Otherwise, teachers do not naturalize these decisions and many problems arise. They rarely ask our opinions (T5)"*.

Teacher Empowerment through Improving Teachers' Status

Teachers' status refers to their perceptions of having professional respect and admiration from their colleagues concerning their expertise. In this regard, most teachers claim that (n=11) school administrators try to improve teachers' status by defending teachers when they have problems with parents. Some teachers emphasize that it should be the government's policy to improve teachers' status rather than school administrators. In this respect, they expect the government to value teachers more. A teacher says, *"I work at a private school and parental pressure creates stress on us. [. . .](.....). However, our administrators defend and support us (T9)." In general, teachers are positive about this aspect of empowerment, and they add that the Ministry of National Education (MoNE) should improve teachers' status in Turkish society both financially and socially. Financial worries and feeling of burnout overwhelm good efforts.*

On the other hand, some teachers (n=9) are negative regarding improvements in teachers' status stating that their administrators do not support and improve their status sufficiently. This is especially true as far as problems with senior management are concerned; the administrators do not stand on their side. Similarly, the administrators sometimes undermine their status with their disrespectful behaviors. The teachers assert that the student-centered system affected teacher status poorly. They are humiliated by the administrators, parents and senior management. A teacher said, *"I want to be valued. Simply, I make my own tea and wash my own cup. When I leave my cup on the table, I am insulted. This makes me feel valueless (T11)."*

Teacher Empowerment through Improving Social Attractiveness, Trustworthiness and Communication

Trustworthiness and trust are based on positive expectations of a person's actions. In this manner, most teachers report that (n=14) school principals have made efforts to make schools more attractive places, build relationships dependent on trust and create good communication among teachers. Most teachers are positive about it, adding that the administrators solve their problems they encounter directly without reflecting on them. What is more, the administrators organize social activities to create better

communication, improve trust and social attractiveness at school. Some teachers from a private school state, *“Our administrators can be reached easily. They give us two pay-checks as promotion, provide private insurance. Therefore, communication is good (T9/T2).*

On the other hand, some teachers believe (n=6) that their administrators are young and inexperienced, so they make so many mistakes. Although they try to meet teachers’ demands to build a better organizational culture, they are not successful. Teachers think that an administrator cannot do anything about it. They indicate that trust must be the government policy. The administrators do not trust teachers. Two teachers claim, *“Instead of creating an atmosphere dependent on trust, they create more conflicts among us (T4/ T12).* Another teacher says *“The teaching profession has lost its attractiveness, and most teachers do this job because they do not have any other alternatives. Teachers are not satisfied (T14)”.*

Teacher Empowerment through Providing for their Professional Growth

Professional development efforts are essential for improving teachers’ skills. In this regard, findings show that most teachers (n=13) negatively view their administrators’ attempts to empower teachers through professional growth. They claim that their administrators do not support their professional growth efforts. The administrators usually do not approve teachers’ attendance at professional development facilities during the school term, and they tend to encourage them in summer time. A teacher says, *“Senior management looks as if they support, but officially it is not regulated. It is up to the principal’s personal favor (T 4).”* One teacher states, *“Our principal blames us [for falling] behind the schedule when we attend these programs (T 7).”* Another teacher reports, *“Our principals supports in-service trainings, but they think that post graduate studies are unnecessary (T 11).”*

On the other hand, some teachers (n=7) believe that young administrators in particular provide for and support their professional development efforts. In this respect, they say, *“Our administrators support our developmental efforts completely. They changed our program according to our master’s program, and they financially support us (T 9/T 6/T 2/T 13).*

Teacher Empowerment through Developing Their Self-efficacy

Concerning teacher empowerment through developing their self-efficacy, most teachers (n=13) have negative perceptions about it. Although their administrators encourage them to participate in some courses and in-service trainings, the same administrators do not let them use school buildings when teachers provide some developmental programs. They believed that being a teacher is enough, and there is no need to do anything more. Some say strikingly, *“Our administrators are not competent as principals, so they cannot help us. We want them to tell us our deficiencies and tell parents to trust their teachers (T1/T4)”.* A teacher says, *“In-service trainings are not up to date and far from our real needs. Only better-organized trainings can develop our self-efficacy (T14)”.*

However, some teachers believe that (n=7) their administrators develop teachers’ self-efficacy by addressing teachers’ deficiencies. They also add that the administrators

develop their self-efficacy by organizing in-service trainings, presentations, social activities and motivational facilities with care. A young teacher states, *“Our administrator always gives me positive feedback, avoiding my negative behaviors, which develops my self-efficacy (T10).”*

Teacher Empowerment through Supporting Teachers’ Autonomy

Considering teacher autonomy, most teachers (n=10) claimed that their autonomy is not supported adequately. Even though teachers’ autonomy should be supported to increase school effectiveness, the current school system does not allow teachers to do in their classes. The teachers indicate that although the administrators do not intervene in in-class activities, they feel that they have no autonomy in their work. The participants also add that the MoNE determines their limits with rules and regulations considering teachers to be civil servants with certain working schedules in the current system. A teacher claims, *“I wanted to take my students to museums for my history class, but the principal did not let us go. Another time I wanted to take my students to a battle field, but the result was the same (T11).”* A teacher, *“We do too much office work, which is not related to our field (T16).”*

However, some teachers believe (n=8) that school administrators support their autonomy. They indicate that the administrators let them behave freely during their classes. Here, they claim, *“They do not intervene my classes, teaching methods, testing and class materials, and we are supported (T3/T2/T5/10).”* Meanwhile, some teachers (n=2) did not understand the term autonomy.

Teacher Empowerment through Employing them as Assistant Principals

When employing teachers in some managerial positions, most participants (n=16) think that their administrators do not empower them adequately. Although there are still vacant administrative positions, the administrators do not let teachers apply for these positions. School administrators consider teachers as a threat for their positions. A teacher highlights the issue, *“As long as there is an interview to determine managerial positions, I do not think there will be justice. They prefer the ones who are politically close to them (T 13).”*

However, a few teachers (n=4) state that their administrators empower them by employing them in some managerial positions. They give teachers some minor responsibilities to empower teachers. The participants also say that their administrators observe those who contribute to school work and give them a chance. Two teachers say, *“In some planning work, they give us some managerial roles to empower us, and they help those who want to be an administrator (T2/T11).”* Another teacher claims that, *“Teacher empowerment is basically the government’s responsibility (T4).”*

Discussion and Conclusion

When teacher empowerment through providing decision making is concerned, most teachers of this survey group indicate that their administrators take their recommendations into consideration, and teachers are content with the current

situation. However, some teachers believe that administrators do not ask their opinions while making their decisions. In general, it is believed that school administrators have a classical management approach while administering a school, but the situation is different here. This proves that school administrators trust teachers; therefore, they provide for their participation in decisions. Similarly, In'am (2015) found that teachers can be empowered by teacher's involvement in making decisions. Additionally, according to Kimwarey, Chirure, and Omondi (2014) teachers' problem solving abilities can be developed by participating in collaborative decision making processes.

As far as teacher empowerment through improving their status is concerned, most teachers claim that school administrators improve their status. They also believe that teachers' financial and career status in society should be strong as well. Teachers of this group feel weak both in society and at school, and they are in the need of continuing support from both society and school administration. Additionally, concerning the social attractiveness of the school, providing trustworthiness and communication, most teachers reports that school principals try to make schools more attractive places. They build relationships depending on trust and create good communication among teachers by solving any problems they encounter, organizing social activities, promotion and being easily accessible. Young administrators in particular try to meet teachers' demands, build good relationships with teachers and organize meetings outside the school. They also believe that administrators cannot do it alone because their roles are limited and it must be a government policy.

Regarding teachers' professional growth, except for a few teachers, most participants think that their administrators do not support them adequately. In fact, teachers need support while performing their work. Therefore, they should be supported by the school administration. Administrators may sometimes consider teachers' developmental efforts to be useless and a waste of time. In fact, the world is changing and so are their teaching approaches. In order to react to these changes, teachers should seek professional development. Their efforts to complete a masters degree and in-service trainings may enlarge their vision, which may contribute to their teaching practices. Therefore, their administrators should support their developmental efforts. According to Kimwarey, Chirure, and Omondi (2014), teachers' empowerment is an important aspect of developing their professional competence.

Moreover, concerning their self-efficacy, most teachers believe that their administrators do not develop teachers' self-efficacy. They are hoping that their principals will support their projects because being a teacher is not enough. Completing teachers' deficiencies with care, organizing social and motivational facilities, and providing in-service trainings and presentations can help teachers discover themselves. It may also enable teachers to link theory and practice.

Regarding supporting teacher autonomy, most participants claimed that their autonomy is not supported. They say that they are not allowed to do some activities to enrich their classes. Meanwhile, some teachers surprisingly could not understand

the term “autonomy.” The participants desire more responsibility in their classes regarding teaching methods, testing and class materials.

What is more, when teacher empowerment through employing them in managerial positions is concerned, most teachers hold a negative opinion about it. They state that teacher empowerment should basically be the central government’s responsibility. School administrators do not delegate such positions to them despite having vacant positions. In fact, their aim is not to empower teachers, and they consider these teachers to be a threat for their positions. Sometimes they behave with political considerations.

According to Lee and Nie (2015), consequently, the traditional administrative roles of school leaders changed from mainly technical functions, like planning teachers’ timetables and duties and introducing new curriculum, to leadership roles which require increased managerial competence. Moran (2015) claims that administrators should find ways to empower and promote teachers to develop their capacities regarding assisting them with teaching practices. As a result of this research, we can conclude that in order to increase teacher efficiency and prevent outcomes of excessive stress, administrators should empower teachers. Some recommendations for future research are as follows:

- A mixed research study could be conducted to compare the results.
- A comparative research study can be carried out to determine cultural effects.

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Öğretmenleri Güçlendirme: Okul Yöneticilerinin Rollerini

Atıf:

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Özet

Problem Durumu: Eğitim sisteminin en önemli unsuru olan öğretmene duyulan gereksinim, antik dönemden günümüze kadar sürekli artmasına karşın, öğretmen yetiştirme ve niteliğinin geliştirilmesine ilişkin tartışmalar halen toplumların gündemi meşgul etmektedir. Bu durumun uzay, atom, demokrasi ve bilgi çağları ile endüstri devrimlerinin gereksinim duyduğu insan kaynağının yetiştirilmesinde okul ve öğretmenlere ilişkin toplumun beklentilerden kaynaklandığı söylenebilir. Küreselleşme ve bilgi toplumu olgusu ile eşliğinde olduğumuz dördüncü sanayi

devriminde gereksinim duyulan insan kaynağını yetiştirme ihtiyacı okul yöneticisi ve öğretmenlere yeni rol ve sorumluluklar yüklemektedir. Bilgi tabanının değişmesi ve bilgiye ulaşmanın kolay olması nedeniyle öğretmenden, öğrencilere bilgi aktarmak yerine bilgiye ulaşma yöntemleri, öğrenmeyi öğretme, bilginin uygulamaya dönüştürülebilmesi için rehberlik ve mentorluk etme ile analitik, özgür ve yaratıcı düşünceyi geliştirme, birlikte öğrenme ve takım çalışmasıyla sinerji oluşturma yöntemlerini uygulayarak yeni dönemin gereksinimi olan insan kaynağını yetiştirmesi beklenmektedir. Öğretmenlerin bütün bu süreçleri okul ve sınıfta uygulayabilmesinde, okul yöneticilerinin öğretmenleri güçlendirme rolleri önemli katkı sağlayacaktır. Öğretmen güçlendirilmesi, okul politikalarının oluşturulması ve uygulanmasında karara katılmaları, kendi öğretim süreçlerinde mesleki özerkliğe sahip olmaları, mesleğin değeri koruyarak öğretmenlerin statüsünün güçlendirilmesi, öz yeterliklerinin desteklenmesi, mesleğin çekiciliğinin artırılması ve yönetsel görevlerle gelişimlerinin sağlanmasıdır. Bu çalışmada yöneticilerin okul yönetimine ilişkin politikalarında öğretmenleri güçlendirmek için ne tür çalışmalar yürüttükleri belirlenerek ulaşılan sonuçlara göre öneriler geliştirilecektir.

Araştırmanın Amacı: Bu çalışma, öğretmen görüşlerine göre öğretmen güçlendirilmesi konusunda okul yöneticilerinin rollerini belirlemeyi amaçlamaktadır.

Araştırmanın Yöntemi: Çalışmada nitel araştırma deseni kullanılmıştır. Bu yöntemle yürütülen çalışmaların amacı, olay ve olguların altında yatan gerçekleri ya da anlamları ortaya çıkarmak, bir konu hakkında derinlemesine bilgi elde etmektir. Araştırma kapsamında 2015-2016 akademik yılında İstanbul'da görev yapan ve maksimum çeşitlilik yöntemiyle seçilen 20 öğretmen oluşturmaktadır. Araştırma verileri yarı yapılandırılmış görüşme yöntemiyle toplanmıştır. Görüşmeler elektronik olarak kayıt edilmiştir ve görüşmelerin ortalama 45-60 dk. arasında sürmüştür. Elde edilen veriler, içerik analizi ile çözümlenmiştir. Araştırma güvenilirliği için betimsel analiz iki kişi tarafından ayrı ayrı yapılmış ve % 94 uyum yüzdesine ulaşılmıştır. Bulguların ortaya konması ve desteklenmesi amacıyla metin içerisinde katılımcı görüşlerinden doğrudan alıntılara yer verilmiş ve alıntının kime ait olduğuna ilişkin kodlama yapılmıştır.

Bulgular ve Yorumlar: Okul yöneticilerinin öğretmenleri güçlendirmelerine ilişkin bulgular ve yorumlara yer verilmiştir. Buna göre karara katarak öğretmenleri güçlendirmede, öğretmenlerin büyük bir kısmı genç okul yöneticilerin kendilerini okulda karar süreçlerine kattıklarını ve bu durumdan memnun olduklarını belirtmişlerdir. Buna karşın bazı öğretmenler, yöneticilerin karar alırken kendilerine dahi danışmadıklarını ifade etmişlerdir. Yöneticilerin mesleki gelişimlerini destekleyerek öğretmenleri güçlendirme konusundaki öğretmen görüşleri genelde olumsuzdur. Bu kapsamda öğretmenler, yöneticilerin onların mesleki gelişimlerine destek olmadıklarını belirtilmiştir. Diğer bir yandan yöneticiler de öğretmenlerin bu yöndeki çabalarını gereksiz ve boşa zaman harcama olarak değerlendirmektedirler. Hâlbuki öğretmenler mesleklerini sürdürürken akademik desteğe ihtiyaç duyarlar. Bu kapsamda yönetim tarafından desteklenmek durumundadır. Bazı öğretmenler,

yöneticilerinin programlarını ayarlayarak ve izin vererek mesleki eğitimlere katılmalarına ve Yüksek Lisans yapmalarına yardımcı olduklarını belirtmişlerdir. Statülerini geliştirerek öğretmenleri güçlendirme konusunda, öğretmenlerin önemli bir kısmı yöneticilerin bu konuda ellerinden geleni yaptıklarını ifade etmelerine karşın bazı öğretmenler destek görmediklerini belirtmişlerdir. Bu durum genellikle öğretmenin veliye karşı statüsü olarak algılanmaktadır. Ancak sadece bundan ibaret değildir, öğretmenlerin statülerinin güçlendirilmesi onların sosyal ve ekonomik durumlarının güçlendirilmesi anlamına da gelmektedir. Bu anlamda öğretmenler, hem okul hem de toplumda kendilerini güçsüz hissetmekte ve toplumdaki yönetimden destek beklemektedirler. Öğretmenlerin öz yeterliklerini geliştirmesi yoluyla güçlendirilmesi konusunda öğretmenlerin önemli bir kısmı olumlu düşünmemektedirler. Bu kapsamda yöneticiler, öğretmen olmanın öz yeterlik için yeterli olduğunu düşünmektedirler. Halbuki öğretmenler, yöneticilerin daha esnek olmalarını ve projelerini desteklemelerini beklemektedirler. Bu konuda bazı öğretmenler olumlu değerlendirmeler yapmaktadırlar. Bu süreçte yöneticilerin onların eksikliklerini tamamlamak, sosyal aktiviteler düzenlemek, motivasyonel eylemler, hizmet içi eğitimler, sunumlar, olumsuz davranışlarında bile olumlu geribildirim vermeleri yoluyla onların yeterliklerini güçlendirdikleri anlaşılmaktadır. Öğretmenlerin özerkliklerini destekleme yoluyla güçlendirilmeleri konusunda öğretmenlerin kararsız oldukları anlaşılmaktadır. Bu anlamda bazı öğretmenler, yöneticilerin derslerini kesmeyerek, öğretim ve ölçme yöntemleri ile ders materyallerine karışmayarak özerkliklerini desteklediğini belirtmektedirler. Buna karşın diğer bazı öğretmenler ise, yöneticilerin kendilerini desteklemedikleri, toleranslı davranmadıkları ve hatta derslerini çeşitlendirmek istediklerinde buna izin verilmediğini belirtmektedirler. Mesleğin çekiciliğini artırmak yoluyla öğretmenleri güçlendirme konusunda, öğretmenlerin önemli bir kısmı yöneticilerin okulu iyi bir yer haline getirmek için çaba harcadıklarını vurgulamaktadırlar. Sorunları öğretmene yansıtmadan çözerek, sosyal organizasyonlar (*tur, yemek ve eğlence*) düzenleyerek, özel okullarda ise maaş ikramiyesi ve özel sigorta yaparak göstermektedirler. Genç yöneticilerin öğretmenlerle daha iyi ilişkiler kurmaya çalıştıkları ve okul dışında toplantılar düzenledikleri anlaşılmaktadır. Bazı öğretmenler ise yöneticilerin bu konuda fazla çaba göstermediklerini ve sınırlı rolleriyle yöneticilerin tek başlarına bunu yapamayacaklarını ve bunun bir devlet politikası olması gerektiğini belirtmektedirler. Ayrıca, öğretmenler yöneticilerin genelde kendilerine güvenmediklerini ifade etmektedirler. Öğretmenlerin idari rollerle güçlendirilmesi konusunda öğretmenler çoğu yöneticilerin kendilerine sorumluluk vermekten kaçındıklarını belirtmektedirler. Yönetimsel roller, öğretmenlerin asli görevleri olarak kabul edilmediği için, okul yöneticileri boş pozisyonlar olmasına rağmen görevlendirme yapmak istememektedirler. Okul yönetimini öğrenmek isteyen öğretmenlere boş zamanlarında bir müdür yardımcısının yanına gidip ona yardım ederek öğrenebilecekleri önerilmektedir. Bazı yöneticiler de iş yüklerini azaltmak için öğretmenlere bazı görevler vermektedirler. Öğretmenler, okul yöneticilerinin bu konuda öğretmeni güçlendirmek istemediklerini, bunu genelde siyasi nedenlerle yapmak istemediklerini hatta kendilerini rakip olarak gördüklerini belirtmişlerdir.

Bazı öğretmenler ise yöneticilerin idareye katkı sağlayabileceklerini düşündükleri öğretmenlere küçük idari görevler verdiklerini belirtmişlerdir.

Araştırmanın Sonuçları ve Önerileri: Öğretmenler, yöneticilerin onları okulda bazı konularda kararlara katmalarından memnundurlar. Buna karşın yöneticilerin mesleki gelişimleri için kendilerine gerekli desteği sağlamadıkları ve öz yeterliklerinin güçlendirilmesi için motivasyonel ve eylemsel teşvikler konusunda cesaretlendirmedikleri sonucuna ulaşılmıştır. Mesleki özerklik konusunda okul yöneticilerinin, ölçme ve değerlendirme konularında öğretmenlere müdahale etmedikleri, ancak gerekli destek ve derslerin çeşitlendirilmesi konusunda da toleranslı davranmadıkları sonucuna ulaşılmıştır. Öğretmenlerin statüsünün yükseltilmesi konusunda, öğretmenler genelde okul yöneticilerinden destek beklemekte, özel okul yöneticilerinin bazı çabaları olmasına karşın bu konunun devlet politikası olması gerektiği yönünde yüksek bir algı bulunmuştur. Öğretmenler, çoğu yöneticilerin siyasi nedenlerle öğretmenliği asli görev olarak gördüklerinden kendilerine idari ve yönetsel sorumluluklar vermek istemediklerini belirtmişlerdir. Araştırma sonucunda aşağıdaki öneriler geliştirilmiştir.

Eğitim sisteminin en önemli unsuru olan öğretmenlerin, sınıfta kendisine verilen müfredatı uygulayan ve sadece ders veren ve okulun ve eğitimin sisteminin işleyişine katılması pek istenmeyen meslek elemanı algısından vazgeçilmesi için okulda ve tüm eğitim sisteminin yapılanmasında karar süreçlerine katılımları sağlanmalıdır.

Öğretmenlerin, öğretim süreçlerinde farklı yöntem, teknik ve sorunlara yaratıcı ve yenilikçi çözümler denemeleri konusunda cesaretlendirilmesi ve desteklenmesi gerekmektedir.

Öğretmenlerin mesleki gelişimlerini devam ettirebilmeleri için lisansüstü eğitim başta olmak üzere, hizmet için eğitimlere katılımları ve meslekle birlikte öğrenme yaklaşımları, meslektaş mentorluğu ve değerlendirmesi uygulamaları yapılmalıdır.

Öğrencilerin gelişim ve öğrenme kapasitelerini en iyi bildikleri için onların ders ve uygulamalarında, kaynak, öğretim yöntemi ve eğitim ortamının seçimine ilişkin öğretmenlerin özerk davranışları cesaretlendirilmelidir.

Öğretmenlerin statüsünün yeniden yükseltilmesi, bilgi çağındaki yeni rollerinin yeniden tanımlanarak mesleki gelişim, örgütlenme ve istihdamında arz ve talep dengesinin korunması gerekmektedir.

Öğretmenlerin okulun yönetim süreçlerinden haberdar olmaları ve karar süreçlerine katılmaları okulun etkililiğini ve verimliliğini artıracığından öğretmenlerin bu gayretleri önemsenmelidir.

Anahtar Kelimeler: Okul, okul yönetimi, öğretmen, öğretmen güçlendirme.