An Investigation of the Relationship between School Principals' Empowering Leadership Style and Teachers' Job Satisfaction: The Role of Trust and Psychological Empowerment

Research Article

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ABSTRACT

This study aims to examine the effects of school principals' empowering leadership style on teachers' job satisfaction by focusing on the mediating effect of trust and psychological empowerment. Researchers of this study developed hypotheses and proposed a model based on theoretical explanations and obtained results. The proposed model was later tested by SEM (Structural Equation Modeling) analysis. The population of the research consists of teachers working in the central districts of Denizli, and the sample of the research consists of 401 teachers who were determined randomly from this population and participated in the research voluntarily. The analyses revealed that school principals' empowering leadership behaviors positively, significantly predicted teachers' job satisfaction, trust in principal, and perceptions of psychological empowerment. In addition, it was determined that trust and psychological empowerment have a mediating effect on the relationship between empowering leadership behaviors and job satisfaction. The obtained results were compared with the results of the relevant research, and recommendations were made for future policies and practices.

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Keywords:

Teacher empowerment, empowering leadership, psychological empowerment, trust, job satisfaction

Introduction

Educational organizations are strongly based on people and human relations; therefore, the relationship among teachers, students, and school principals is a key factor in the effectiveness of schools. Leadership behaviors of school principals have central importance in determining the quality of social relations in the school environment. Numerous studies have been conducted on the effects of school principals' leadership

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styles on the school's outputs. Recent studies on school leadership have made criticisms about school leadership based on "one man" (Elmore, 2000 as cited by Ozdemir & Yirmibes, 2016), praising shared leadership, transformational leadership, and democratic leadership approaches that enable involvement in the decision-making process, support autonomy, and allow delegation of authority. Multi-faceted and rapid change tendency observed in social and organizational life (Adiguzelli, 2016), difficulties arising as a result of the control of organizational processes only by managers, and the aim of obtaining maximum efficiency from employees underlie this recent change in the leadership and management approach. As a result of this change in leadership understanding, empowering leadership style has started to come to the forefront in schools in recent years (Kocak, 2016; Lee & Nie, 2017).

Empowering leadership is defined as the process of delegating autonomy and responsibility to subordinates and sharing power with them through a series of leadership behaviors to increase their inner motivation (Amundsen & Martinsen, 2014; Sharma & Kirkman, 2015). The literature generally focuses on the positive effects of empowering leadership style. Related studies have shown that empowering leadership is an important indicator of students' literacy and mathematics achievement (Sweetland & Hoy 2000) even when their socioeconomic status was controlled, affect teachers' organizational commitment (Bogler & Somech, 2004) and occupational burnout (Dee, Henkin & Duemer, 2003), and is associated with the intention to quit (Stander & W.Stander, 2016) and organizational citizenship behavior (Raub & Robert, 2015). Overall, it can be concluded that empowering leadership is a desirable leadership style. On the other hand, some studies (Cheong, Yammarino, Dionne, Spain & Tsai, 2019) have reported that empowering leadership increases employees' job-induced tension while Kim, Beehr, Matthew, and Prevett (2018) concluded that the effects of empowering leadership are complicated, and Short and Rinehart (1992) suggested that teachers' involvement in decision-making would increase conflicts in the school environment. Additionally, some studies have proposed that the relationships between empowering teachers and various organizational behaviors (job satisfaction, organizational commitment, organizational citizenship behavior, etc.) need to be investigated in different cultures since these relationships are highly culture-dependent social interactions (Jiang, Li, Wang & Li, 2018; Zembylas & Papanastasiou, 2005).

Empowering leadership style involves distributing authority and responsibility among employees, promoting their involvement in the decision-making process, informing them about organizational processes, and providing them with support for professional development. Studies on teachers' job satisfaction have determined that involvement in the decision-making process, autonomy, and support from the school administration positively affect teachers' job satisfaction (Bogler & Nir, 2012; Brezicha, Ikoma, Park & LeTendre, 2019; Hulpia, Devos & Rosseel, 2009; Lee & Nie, 2014; Wang, Li, Luo, & Zhang, 2019). In traditional educational institutions, principals play an important role in increasing teachers' job satisfaction and organizational commitment. Furthermore, previous studies on teachers' job satisfaction have revealed that lack of effective leadership skills negatively affects teachers' job satisfaction (Bogler, 2001). Findings reported by early studies have also shown that management approaches in schools have a strong impact on job satisfaction (Al-Yaseen & Al-Musaileem, 2015). In this context, Tesfaw (2014) suggests that principals should demonstrate appropriate leadership skills to increase teachers' organizational commitment and thus, students' academic performance.

In educational organizations, teachers' job satisfaction has a positive effect on the school's effectiveness and teachers' performance, so it is considered as an important factor in increasing students' success and in achieving educational goals. Teachers' salaries, criticism against teachers in the media, lack of professional autonomy, and problems arising from hierarchical school management negatively affect teachers' job satisfaction. Moreover, solutions to such problems require the implementation of long-term policies. However, increasing teachers' job satisfaction is one of the urgent issues awaiting a solution. In some countries (e.g., the

US), 40-50% of teachers are reported to have quitted their profession in the early years of teaching (Ingersoll, 2003); a more important problem is the teachers who continue their profession without any job satisfaction. In this context, school principals' empowering leadership behaviors that promote autonomy, involvement in the decision-making process, power-sharing, professional development, and being aware of responsibilities can contribute to teachers' psychological empowerment and therefore job satisfaction.

Despite the growing interest in the adoption of empowering leadership style to increase teachers' occupational motivation, there is still a lack of empirical research in the educational context on the effects of empowering leadership behaviors (Lee & Nie, 2014). Taking this as a starting point, this paper aims to examine the effects of school principals' empowering leadership behaviors on teachers' job satisfaction by focusing on the mediating effect of trust and psychological empowerment. Researchers of this study developed hypotheses and proposed a model based on theoretical explanations and obtained results. The present study is expected to contribute to the relevant literature in three ways: first, it will seek to explore empowering leadership style in educational contexts; secondly, it will try to develop an insight into the effects of empowering leadership style on especially teachers' job satisfaction, and finally, it will aim to explain the mediating role of trust and psychological empowerment in the relationship between school principals' empowering leadership behaviors and teachers' job satisfaction.

Relationships among Variables and Research Hypotheses

Effects of Empowering Leadership Style on Job Satisfaction, Psychological Empowerment and Trust in Principal

The relationship between school principals' empowering leadership style and teachers' job satisfaction can be explained using the framework of Ryan and Deci's (2000) self-determination theory. In this context, basic needs that reveal the tendency of individuals to thrive, develop, and be psychologically well are listed as autonomy, relatedness, and competence (Gokce, 2018). Individuals achieve personal satisfaction in the social environment where they meet these needs. It would, therefore, be reasonable to expect that teachers who work in a supportive environment that promotes their competence and autonomy will have increased organizational satisfaction (Wu & Short, 1996). According to Zembylas & Papanastasiou (2005), empowering is defined as the extent to which teachers are involved in the decision-making process about teaching and learning processes. Job satisfaction refers to the level of teachers' satisfaction with teaching and learning processes: the extent to which teachers are satisfied with their profession varies depending on the quality of school life. Therefore, empowering leadership style, which empowers teachers, promotes their involvement in the decision-making process, and boosts their professional development, is also expected to affect their job satisfaction. In fact, numerous studies conducted in school environments have revealed that leadership behaviors affect teachers' job satisfaction (Nguni, Slegers & Denessen, 2006; Yangaiya & Magaji, 2015; Tesfaw, 2014; Halpin, Devos & Rosseel, 2009; Wang, Li, Luo & Zhang, 2019).

The following hypothesis was built regarding the relationship between school principals' empowering leadership and teachers' job satisfaction.

Hypothesis 1. *School principals' empowering leadership style positively affects teachers' job satisfaction.*

There are strong conceptual connections between the actions of an empowering leader and each of the four cognitions of psychological empowerment (Zhang & Bartol, 2010). This relationship among variables can be explained by the social exchange theory developed by Bandura (1986). Bandura (1986) holds that self-efficacy can be enhanced by positive emotional support, encouraging words, positive incentives, models as defined by people, and experience of performing a task. Accordingly, if a leader empowers his/her subordinates through means such as emotional support, encouraging words, and positive incentives, subordinates will have increased self-efficacy levels (Ahearne, Mathieu & Rap, 2005; Cheong, Spain,

Yammarino & Yun, 2016). Hence, recent studies have focused on the relationship between the empowering behavior of managers and the psychological empowerment of employees (Boonyarit, Chomphupart & Arin, 2010; Duman, 2018; Puskulluoglu & Altinkurt, 2015).

The following hypothesis was built regarding the relationship between principals' empowering leadership style and teachers' perception of psychological empowerment.

Hypothesis 2. *School principals' empowering leadership style positively affects teachers' perception of psychological empowerment.*

The relationship between empowering leadership style and trust in principal can also be explained by social exchange theory (Blau, 1964). In this context, school principals who provide teachers with access to resources lead to social exchange, thereby making teachers more accepting of principals' behaviors. Trust arises as a product of information collected about the other party or a cognitive assessment of relationship experience with the other party.

Integrity constitutes the basis of trustworthiness. Studies have shown that trustworthiness is the number one attribute of an admired leader (Robbins, Decenzo & Coulter, 2013). Through their behaviors, honest leaders ensure and maintain the trust of their followers. Therefore, leaders' behaviors are of great importance in determining whether their followers develop positive or negative emotions towards them. Studies conducted on leadership styles in schools have revealed that authentic leadership style (Bird, Wang, Watson & Murray (2009), school principal's leadership style (Hallinger & Walker, 2015; Kars & Inandi, 2018), and ethical leadership (Akar, 2018; Cemaloglu & Kilinc, 2012) are associated with teachers' trust levels.

The following hypothesis was built regarding the relationship between school principals' empowering leadership and teachers' trust in principal.

Hypothesis 3. *School principals' empowering leadership style positively affects teachers' trust in principal.*

Relationship between Psychological Empowerment and Job Satisfaction

Teachers whose individual needs are met and who think that they have control over their jobs are more likely to have higher job satisfaction levels. Kasser, Davey, and Ryan (1992) reported that autonomy support provided by managers facilitate the satisfaction of employees' competence, relatedness, and autonomy needs. On the other hand, in social environments where psychological needs such as autonomy, relatedness, and competence are not met, the well-being of the individual will be negatively affected (Gokce, 2018). Studies addressing the relationship between psychological empowerment and job satisfaction (Jiang et al., 2018; Khany & Tazik, 2015; Lee & Nie, 2014; Zembyla & Papanastasiou, 2005) have revealed a positive relationship between the two.

The following hypothesis was built regarding the relationship between teachers' perceptions of psychological empowerment and job satisfaction.

Hypothesis 4. *Teachers' positive perceptions of psychological empowerment positively affect their job satisfaction.*

Relationship between Trust in Principal and Job Satisfaction

Teachers' feelings of their job and school will have consequences at both individual and organizational levels (Buyukgoze & Ozdemir, 2018). Dirks and Ferrin (2002) suggested that when employees develop a feeling of trust in their managers, they are more likely to feel secure and positive whereas in the opposite case, they will probably feel psychological distress in the workplace. Schools are organizations where social relations are important. Therefore, it can be argued that the relationship of trust between teachers and school principals is a source of social capital that determines the quality of social relations. Also, a lack of trust in

coworkers or supervisors in a workplace will prevent employees from focusing enough on their work. An employee that does not trust his/her managers is more likely to think that their job will fail to meet their personal goals, which will, in turn, affect overall job attitude and job satisfaction negatively (Akar, 2018; Taskin & Dilek, 2010).

The following hypothesis was built regarding the relationship between trust in principal and job satisfaction.

Hypothesis 5. *Trust in principal positively affects their job satisfaction.*

Mediating Roles of Trust in Principal and Psychological Empowerment

According to the literature on educational leadership styles, the leadership style has ‘direct’ and ‘indirect’ effects on various school and individual outputs. Scholars who adopt the indirect effect approach claim that the effect of leadership style on school outputs emerges through mediating variables (Ozdemir & Yirmibes, 2016). Research results in school organizations and other organizations that support this judgment show that psychological empowerment and trust mediate the relationship between leader behaviors and organizational citizenship behavior, employee performance, commitment, and intention to quit (Bogler & Nir, 2012; Boyacı, Karacabey & Bozkus, 2018; Boonyarit et al., 2010; Raub & Robert, 2015; S. Stander & W. Stander, 2016).

The following hypothesis was built regarding the mediating effects of trust in principal and psychological empowerment.

Hypothesis 6. *Trust in principal has a mediating role in the relationship between school principals’ empowering leadership style and teachers’ job satisfaction.*

Hypothesis 7. *Psychological empowerment has a mediating role in the relationship between school principals’ empowering leadership style and teachers’ job satisfaction.*

This study has aimed to examine the relationship between school principals’ empowering leadership behaviors and teachers’ job satisfaction by focusing on the mediating effect of trust in principal and psychological empowerment. Researchers of this study proposed a theoretical model based on theoretical explanations and obtained results (see Figure 1). Also, this model was tested with real data from teachers.

(EL: Empowering Leadership, PE: Psychological Empowerment, TP: Trust in School Principal, JS: Job Satisfaction)

Figure 1. The model to be tested with SEM analysis

Method

This study is relational research that uses structural equation modeling to explore the relationship between empowering leadership, psychological empowerment, trust in principal, and job satisfaction. Relational research seeks to explore the relationship between two or more variables and to obtain clues about cause-effect relationships between these variables (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2013; Creswell, 2012). In this study, structural equation modeling (Fraenkel & Wallen, 2009), one of the analysis methods used in relational research, was used to explore the relationships among the variables.

Structural equation modeling is a statistical technique based on correlation and regression analysis, which is used to illustrate the relationship between observed variables, and which allows the quantitative test of a theoretical model built by the researcher (Schumacker & Lomax, 2004).

Population and Sample

The population of the research consists of teachers working in the central districts (Merkezefendi, Pamukkale) of Denizli, and the sample of the research consists of 401 teachers who were determined randomly from this population and participated in the research voluntarily. Of the teachers in the sample, 40% (160) are female and 60% (241) are male. Also, 27% (112) work in primary schools, 40% (162) in middle schools, and 33% (134) in high schools. Finally, 53% (182) have a teaching experience of 1-10 years, 34% (137) 10-20 years, and 23% 20 years and above.

Data Collection Tools

Personal Information Form, Leader Empowering Behavior Questionnaire, and Psychological Empowerment Instrument were used to collect data. To determine the teachers' levels of trust in principal, the items in "the trust in principal" subdimension of the "Multipurpose T Scale" were used.

Leader Empowering Behavior Questionnaire: To determine teachers' perceptions of empowering leadership of school principals, Leader Empowering Behavior Questionnaire developed by Konczak, Stelly, and Trusty (2002) and adapted to Turkish by Konan and Celik (2018) was used. The questionnaire consists of three sub-dimensions: delegation of authority, accountability, and coaching. The items, which aim to determine how frequently school principals exhibit empowering leader behaviors, are 5-point Likert type. In this study, Cronbach's alpha coefficients were calculated as .72, .84, .88, .83 for the delegation of authority, accountability, and coaching subdimensions and for the overall questionnaire, respectively. Also, the results of the second-order confirmatory factor analysis revealed the goodness of fit values as χ^2/sd (2.96), NNFI/TLI (0.95), RMSEA (0.06) GFI (0.95), CFI (0.94); therefore, the model was accepted.

Psychological Empowerment Instrument: To determine teachers' perception of psychological empowerment, the Psychological Empowerment Instrument (PEI) developed by Spreitzer (1995) and adapted to Turkish by Surgevil, Tolay, and Topoyan (2013) was used. Psychological Empowerment Instrument consists of four sub-dimensions: meaning, competence, self-determination, and impact. Each dimension includes three items. The items are 5-point Likert type items. High scores from the instrument indicate higher perceptions of psychological empowerment. In this study, Cronbach's alpha coefficients were calculated as .81, .88, .81, .77, .83 for meaning, competence, self-determination, and impact dimensions and for the overall scale, respectively. Also, the results of the second-order confirmatory factor analysis revealed the goodness of fit values as χ^2/sd (3.01), NNFI/TLI (0.95), RMSEA (0.07) GFI (0.94), CFI (0.90); therefore, the model was accepted.

Measurement of Trust in School Principals: To determine the teachers' level of trust in their principals, the items in "the trust in principal" subdimension of the "Multipurpose T Scale", developed by Hoy and Tschannen-Moran (2003) and adapted to Turkish by Ozer, Demirtas, Ustuner, and Comert (2006) were used. The sub-dimension contains five 5-point Likert type items. High scores from the scale indicate higher levels of

trust in the principal. In this study, the results of the second-order confirmatory factor analysis revealed the goodness of fit values as χ^2/sd (2.14), NNFI/TLI (0.97), RMSEA (0.05) GFI (0.97), CFI (0.96); therefore, the model was accepted.

Job Satisfaction Scale: To determine the teachers' job satisfaction levels, the Job Satisfaction Scale developed by Skaalvik and Skaalvik (2010) and adapted to Turkish by Kiran and Sungur (2018) was used. The scale consists of four items and one factor. The items are 5-point Likert type items. High scores from the scale indicate higher levels of job satisfaction. Cronbach's alpha coefficient of the scale was calculated as .75. Also, in this study, the results of the second-order confirmatory factor analysis revealed the goodness of fit values as χ^2/sd (2.21), NNFI/TLI (0.97), RMSEA (0.06) GFI (0.96), CFI (0.95); therefore, the model was accepted.

Data Analysis

The data obtained from teachers were analyzed by the following stages:

I- The missing data in the dataset was determined, and the forms with the missing data were removed from the dataset (Field, 2009). As a result, 13 forms were removed from the dataset, and 388 forms (participants) remained.

II- The extreme values in the dataset (Pallant, 2011) were determined. As a result, 5 forms were removed from the dataset. The data of the remaining 383 teachers were analyzed.

III- To perform analysis in structural equation modeling, it is expected that the dataset displays both univariate and multivariate normal distribution (Byrne, 2010).

a) Skewness and kurtosis values between +1 and -1 are considered a univariate normal distribution (Çokluk, Sekercioglu & Buyukozturk, 2010). At this stage, 3 forms were removed from the dataset, and the data of the remaining 380 participants were analyzed.

b) To determine whether the dataset showed multivariate normal distribution, multivariate normality test was performed. The test results are shown in Table 1.

Table 1. Multivariate Normality Tests

Variable	Skew	c.r.	Kurtosis	c.r.
Empowering Leadership	-.798	-.460	.531	.148
Psychological Empowerment	-.316	-.554	-.250	-1.013
Trust in the Principal	-.469	-.795	-.099	-.402
Job Satisfaction	-.615	-.974	-.123	-.498
Multivariate			1.001	1.432

[Skew: Skewness, cr: critical ratio]

According to the multivariate normality test results (Table 1), the dataset meets the multivariate normality assumptions (multivariate kurtosis: "1.001", multivariate c.r.: ".1.432"). At this analysis stage, the multivariate kurtosis value is considered between +2 and -2 and the multivariate critical ratio less than 1.96 (Bayram, 2010).

VI- Structural equation modeling was analyzed by using a two-step approach. According to Celik and Yilmaz (2013), in the two-step approach, the measurement model and the structural model are analyzed

separately, and the first stage is CFA. Hence, in this study, confirmatory factor analysis (CFA) was performed as the first step. The results are indicated in the “Data Collection Tools” section.

VII- When the dataset did not show multivariate normal distribution, the Maximum Likelihood method, which is a widely used method (Kline, 2010), was used. Analyses were made and reported.

Findings

Before proceeding with the analysis of the theoretical model, descriptive analyses were made. The results of the analysis are shown in Table 2.

Table 2. Descriptive Analysis Results, Correlation Coefficients Between Variables

Variables	$\bar{x}$	sd	1.	2.	3.
1.EL	3.86	13.21	1.00		
2.PE	3.91	3.39	.37	1.00	
3.TP	4.01	6.51	.43	.30	1.00
4.JS	3.69	3.27	.32	.31	.40

As can be inferred from Table 2, there is a positive, moderate, significant relationship between psychological empowerment and empowering leadership ($r=.37$, $p<.05$), between empowering leadership and trust in principal ($r=.43$, $p<.05$), between empowering leadership and job satisfaction ($r=.32$, $p<.05$), between psychological empowerment and trust in principal ($r=.30$, $p<.05$), between psychological empowerment and job satisfaction ($r=.31$, $p<.05$), and between trust in principal and job satisfaction ($r=.40$, $p<.05$). It can also be inferred from the table that the arithmetic averages of the variables ranged between “3.69” and “4.01”, and standard deviation values of the variables ranged between “3.27” and “13.21”. An absolute value of the correlation coefficient below “.30” indicates a weak relationship between variables, an absolute value of the correlation coefficient between “.30” and “.70” indicates a moderate relationship, and an absolute value of the correlation coefficient above “.70” indicates a strong relationship (Cronk, 2008).

Table 3 presents the standardized regression coefficients of the analysis of the theoretical model (Figure 1) and values related to the significance of the regression coefficients.

Table 3. Analysis Results of the Model

Paths Among Variables			B	β	S.E.	C.R.(t)	P
TP	<---	EL	.098	.465	.009	10.387	***
PE	<---	EL	.093	.370	.012	7.876	***
JS	<---	TP	.222	.193	.060	3.687	***
JS	<---	EL	.039	.163	.013	2.989	.003
JS	<---	PE	.186	.193	.048	3.879	***

$\chi^2=2.462$; $sd=1$ (** $p<.05$)

According to the findings in Table 3, all paths in the model are significant ($p<.05$). One of the criteria used to decide whether a model created in structural equation modeling is to be accepted after testing is the goodness of fit values obtained as a result of the analysis (Byrne; 2010; Kline, 2010). The obtained goodness of fit values are given in Table 4.

Table 4. Goodness of Fit Index Results for the Final Model

Goodness of Fit Index	Acceptable Compliance	Good Fit	Goodness of Fit Values Obtained in the Study
χ^2 / sd	$2 \leq \chi^2 / sd \leq 5$	$0 \leq \chi^2 / sd < 2$	2.462 (Acceptable Fit)
GFI	$0.90 \leq GFI < 0.95$	$0.95 \leq GFI \leq 1.00$	0.99 (Good Fit)
AGFI	$0.85 \leq AGFI < 0.90$	$0.90 \leq AGFI \leq 1.00$	0.95 (Good Fit)
NFI	$0.90 \leq NFI < 0.95$	$0.95 \leq NFI \leq 1.00$	0.98 (Good Fit)
NNFI/TLI	$0.95 \leq NNFI < 0.97$	$0.97 \leq NNFI \leq 1.00$	0.95 (Acceptable Fit)
IFI	$0.90 \leq IFI < 0.95$	$0.95 \leq IFI \leq 1.00$	0.98 (Good Fit)
CFI	$0.95 \leq CFI < 0.97$	$0.97 \leq CFI \leq 1.00$	0.98 (Good Fit)
RMSEA	$0.05 \leq RMSEA \leq 0.08$	$0 \leq RMSEA < 0.05$	0.07 (Acceptable Fit)
RMR	$0.05 \leq RMR \leq 0.08$	$0 \leq RMR < 0.05$	0.07 (Acceptable Fit)
SRMR	$0.05 \leq SRMR \leq 0.08$	$0 \leq SRMR < 0.05$	0.02 (Good Fit)

(Bayram, 2010; Çelik & Yılmaz, 2013; Çokluk, Şekercioğlu & Büyüköztürk, 2010; Harrington, 2009; Hu & Bentler, 1999; Kline, 2010; Schermelleh-Engel, Moosbrugger & Müller, 2003; Sümer, 2000).

Accordingly, χ^2/sd (2.462), NNFI/TLI (0.95), RMSEA (0.07), and RMR (0.07) were found to show "acceptable fit," whereas GFI (0.99), AGFI (0.95), NFI (0.98), IFI (0.98), CFI (0.98), and SRMR (0.002) were found to show "good fit." The model verified as a result of the analysis is shown in Figure 2.

Figure 2. Path diagram of the verified model, standardized path coefficients (regression coefficient) and the coefficients of determination (R^2)

According to the structural equation modeling in Figure 2, the main dependent (endogenous) variable is job satisfaction and the remaining variables affect job satisfaction directly or indirectly. According to the verified model, empowering leadership directly, positively, and significantly affects trust in principal ($\beta=0.46$; $t=10.387$; $p<.05$), empowering leadership directly, positively, and significantly affects psychological empowerment ($\beta=0.37$; $t=7.876$; $p<.05$), trust in principal directly, positively, and significantly affects job satisfaction ($\beta=0.19$; $t=3.687$; $p<.05$), empowering leadership directly, positively, and significantly affects job satisfaction ($\beta=0.16$; $t=2.989$; $p<.05$), and psychological empowerment directly, positively, and significantly affects job satisfaction ($\beta=0.19$; $t=3.879$; $p<.05$).

Empowering leadership accounts for about 22% of the variance in trust in principal. Empowering leadership accounts for about 14% of the variance in psychological empowerment. In addition, both trust in principal and psychological empowerment played a mediating role in the relationship between empowering

leadership and job satisfaction. Empowering leadership, trust in principal, and psychological empowerment (endogenous variables) account for about 17% of the variance in job satisfaction (exogenous variable).

Direct and Indirect Effects in the Model

In structural equation modeling, while the results obtained from the tests are interpreted, direct and indirect effects are also used. Standardized direct effect and indirect effect for the variables in the structural equation modeling are shown in Table 7.

Table 5. Bootstrap Analysis Results of the Effects of the Final Model

Paths	Bootstrap values		Bias 95% CI**	
	Coefficient	SE*	Lower Limit	Upper Limit
<i>Direct effect</i>				
Empowering Leadership → Trust in Principal	.46	.01	.38	.53
Empowering Leadership → Psychological Empowerment	.37	.01	.25	.45
Empowering Leadership → Job Satisfaction	.16	.01	.04	.26
Trust in Principal → Job Satisfaction	.19	.06	.08	.30
Psychological Empowerment → Job Satisfaction	.19	.04	.09	.28
<i>Indirect effect</i>				
Empowering Leadership → Job Satisfaction	.16	.01	.10	.22

* Standard Error, ** Confidence Interval

As can be inferred from Table 5, bootstrapping coefficients and confidence intervals of these coefficients show that direct and indirect paths are significant. In addition, both trust in principal and psychological empowerment played a mediating role in the relationship between empowering leadership and job satisfaction.

Discussion and Conclusion

In this study, the relationship between school principals' empowering leader behaviors and teachers' psychological empowerment, trust in principal, and perceptions of job satisfaction was examined by structural equation modeling. Hypotheses for the relationships among the variables were developed and a theoretical model was proposed based on theoretical explanations and obtained results. Structural equation analysis of the model revealed that the model was acceptable, and all the hypotheses were confirmed.

The first four hypotheses (h1, h2, h3) of the research are related to the relationship between empowering leadership and other variables. The study concludes that school principals' empowering leader behaviors positively, significantly predict teachers' trust in principal, perceptions of psychological empowerment, and job satisfaction. Similar conclusions were also made in the relevant literature. Aydin, Sarier, and Uysal (2013) found that as principals' leadership styles progress from being transactional to being transformational, organizational commitment and job satisfaction levels of teachers increase. In their review of the literature on educational leadership, Berkovich and Eyal (2015) reported that positive emotions and behaviors of leaders have a positive effect on their followers. School principals' strategies significantly affect teachers' behavior, thoughts, and attitudes. It can be argued that teachers who are involved in the decision-making process, whose autonomy is supported, and with whom information is shared will have increased self-esteem and will feel psychologically stronger (Blase & Blase, 2003). In their study on the relationship between empowering leader behaviors and trust, Moye, Henkin, and Egley (2005) found that school principals who make teachers feel that what they do is important, who promote autonomy among them, and who provide them with the opportunity to change their own work environments, are considered highly trustworthy individuals by teachers. In schools where school principals delegate authority, share information and create effective

communication in the workplace, teachers have higher levels of job satisfaction (Nguni et al., 2006). School principals increase teachers' job satisfaction and ensure that they develop a sense of trust by psychologically empowering them. Besides, it can be said that taking the time for teachers and collaborating with them is necessary for successful school leadership.

In the present study, the hypotheses (h4, h5) built for the relationship between psychological empowerment and trust in principal trust and job satisfaction were confirmed. Accordingly, trust in principal and psychological empowerment positively, significantly predict teachers' job satisfaction. Similar conclusions were also made in studies on the relationship of job satisfaction with psychological empowerment and trust (Rinehart & Short, 1992; Zembyla & Papanastasiou, 2005). It can be argued that the psychological well-being of teachers is dependent on their relationships with principals, co-workers, and students (Van Maele & Van Houtte, 2015). In this context, trust is a spiritual value that bonds all the employees in a school. When stakeholders of a school trust and support each other, they feel it is safe to take risks and try new methods and practices (Yin, Lee, Jin & Zhang, 2013). Besides, since the school is an open social system, building trust in this social structure will directly affect teachers' job satisfaction. Psychological empowerment is directly related to one's finding his/her work meaningful, feeling oneself effective on processes, and perception of autonomy and competence. As a result, meeting teachers' psychological needs will increase their job satisfaction.

Another conclusion that can be made in the present study is that psychological empowerment and trust in principal have mediating effects on the relationship between principal's empowering leadership behaviors and job satisfaction. Hence, h6 and h7 were confirmed. Many similar studies also reported the mediating effect of trust and psychological empowerment on the relationship between leadership styles and organizational and individual outputs (Boyaci et al., 2018; Boonyarit et al., 2010; Stander & Stander, 2016). Tschannen-Moran (2001) noted that the behavior of a school principal affects teachers' motivation, job satisfaction, and learning and collaboration across the school, and trust is important in achieving this effect. On the other hand, leaders might sometimes exhibit manipulative behaviors, pretending to support teachers and involving them in the decision-making process. This leads to negative attitudes and behaviors rather than a sense of empowerment; thus, trust can also affect the emotional and behavioral responses to leaders' empowering actions. Also, not all actions of leaders may result in positive work outputs. Leaders' effect on their subordinates is of great importance in achieving positive outputs. Therefore, it can be said that establishing trust is a must for school principals to have positive effects on teachers. In other words, when school principals who try to empower teachers gain their trust, they will contribute more to their job satisfaction. Similarly, for empowerment practices to lead to significant effects on individual and organizational outputs, the psychological well-being of teachers must be ensured.

As a result, it can be said that the school principals' empowering leader behaviors positively affect teachers' job satisfaction and perceptions of trust and psychological empowerment. Trust in school principal increases when principals share information with teachers, support them, and involve them in the decision-making process. Besides, teachers will find their work more meaningful and feel more autonomous and sufficient. Based on our results, we can make the following suggestions for future practices and studies.

- School principals should be encouraged to exhibit more empowering behaviors. In this context, school principals can be equipped with authority, responsibility, and opportunities.
- School principals can empower teachers by delegating authority, involving them in the decision-making process, and supporting them.
- Empowering teachers can increase their perceptions of psychological empowerment, trust in principal, and job satisfaction.

- The mediating effect of trust and psychological empowerment is important in achieving significant outcomes from the practices for empowering teachers. So, as leaders, school principals should closely monitor their subordinates' professional development and individual responses.
- Future studies can conduct qualitative research to find out in which fields teachers want to be empowered.
- Teacher empowerment can also be a sign of a weakness. Therefore, studies can be conducted on the sources of teachers' weaknesses.
- Although there is a growing interest in empowering leadership in recent years, there is limited research on its individual and organizational effects. Therefore, different models can be developed and tested to explore its effects.

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