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**THE EFFECT OF EMPLOYEE EMPOWERMENT ON
ORGANIZATIONAL SUCCESS IN PRIVATE EDUCATIONAL
INSTITUTIONS***

**ÖZEL ÖĞRETİM KURUMLARINDA ÖRGÜTSEL BAŞARI
SAĞLAMADA PERSONEL GÜÇLENDİRMENİN ETKİSİ**

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Abstract

It is generally assumed that individuals working in business life will be productive individuals if they are delighted. In this sense, various studies are being carried out in order to motivate employees in organizations. One of the motivating factors for employees is employee empowerment. Employee empowerment can be defined as the ability of the employee to determine all the issues related to the processes he performs on his own. In this study titled The Effect of Employee Empowerment in Providing Organizational Success in Private Education Institutions, the data obtained by applying a questionnaire to teachers working in private education institutions operating in Konya, with scales whose validity and reliability have been tested before, were analyzed by simple random sampling method. In order to reach the required sample number for the universe of this quantitative research, which was determined as 4363, the number 353 was determined using the relevant formula. As a sample, the data obtained from 392 subjects were evaluated by taking into account the five-point Likert scale. Statistical analysis was performed using SPSS 22 package program in the study. As a result of the research, it has been observed that the perception of employee empowerment has a positive impact on organizational success. It was concluded that the correlation value between the employee empowerment scale and the organizational success scale was 0.739 and the R² value was 0.546. According to the correlation value, the relationship between the scales is at an intermediate level. The relationship between the scales in the established hypotheses was found to be significant as a result of regression analysis. In the study, it is seen that teachers make more efforts for the success of the institution to the extent that they are empowered, and they care about it.

Keywords: Employee Empowerment, Organizational Success, Private Educational Institutions.

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Özet

Genellikle iş hayatında çalışan bireylerin mutlu olmaları durumunda verimli bireyler olacağı varsayılır. Bu anlamda işletmelerde çalışanları motive etmek için çeşitli çalışmalar yapılmaktadır. İşgörenleri motive edici faktörlerden birisi de personel güçlendirmedir. Personel güçlendirme, işgörenin gerçekleştirdiği süreçlerle ilintili tüm hususları kendi başına belirleyebilmesi olarak tanımlanabilir. Özel Öğretim Kurumlarında Örgütsel Başarı Sağlamada Personel Güçlendirmenin Etkisi adlı bu çalışmada, daha önce geçerlilik ve güvenilirliği test edilmiş ölçeklerle Konya'da faaliyet gösteren özel öğretim kurumlarında çalışan öğretmenlere basit tesadüfi örneklem yöntemiyle anket uygulanarak elde edilen veriler analiz edilmiştir. Nicel yöntemle yapılan bu araştırmanın 4363 olarak tespit edilen evreni için gerekli örneklem sayısına ulaşabilmek amacıyla ilgili formül kullanılarak 353 sayısı belirlenmiştir. Örneklem olarak 392 denekten elde edilen veriler beşli likert ölçeği dikkate alınarak değerlendirilmiştir. Çalışmada SPSS 22 paket programı kullanılarak istatistiksel analiz yapılmıştır. Araştırma sonucunda, personel güçlendirme algısının örgütsel başarıya olumlu yönde etki ettiği gözlenmiştir. Personel güçlendirme ölçeği ile örgütsel başarı ölçeği arasındaki ilişki korelasyon değerinin 0,739, R² değerinin 0,546 olduğu sonucuna varılmıştır. Korelasyon değerine göre ölçekler arasındaki ilişki orta seviyede bulunmaktadır. Kurulan hipotezlerde ölçekler arasındaki ilişki regresyon analizi sonucunda anlamlı çıkmıştır. Çalışmada, öğretmenlerin güçlendirilmiş oldukları ölçüde kurumun başarısı için daha çok çaba sarfettiği ve bunu önemsedikleri görülmektedir.

Anahtar Kelimeler: Personel Güçlendirme, Örgütsel Başarı, Özel Öğretim Kurumları.

INTRODUCTION

As a result of the intense competition between organizations, motivated employees and efficient employees are needed. One of the elements that can be evaluated to motivate individuals in organizations is employee empowerment. Empowered employees can make independent business-related decisions and make efforts to reach the profit targeted by the organizations if they were the owner of the institution. The performance of employees participating in employee empowerment activities increases and there is an increase in the profitability of the institution. This situation leads to employees taking a more active role in the organization, making the organization innovative with more creative ideas, ensuring the success of the enterprise/organization.

It is possible to act more flexibly in private educational institutions compared to public institutions, and there are various ways to provide motivation for individuals. Especially in the context of individuals' personal rights, it is expected that private educational institutions will not lag behind the public in factors such as remuneration, transfer of authority, participation in decisions, job security, and that strong motivation will be provided by making employees more objective, participatory, and strong. Private educational institutions, in order to succeed in a brutal competitive environment, can provide employees with a transfer of authority rather than acting centrally. But authority alone is not enough, and employee empowerment should also be used in the context of motivation. Having motivated individuals (teachers) in private educational institutions is important in the context of getting ahead of other organizations.

In this study, The Effect of Staff Empowerment on Organizational Success in Private Education Institutions, an empirical research was conducted by applying the determined scales to teachers working in private education institutions operating in Konya (private nursery, kindergarten, primary, secondary and high schools affiliated to the Ministry of Education). In the study, first of all, employee empowerment was discussed with various dimensions, suggestions were listed by including what we should understand from organizational success and the factors affecting organizational success.

Organizational Success

The situation of showing success in organizations that want to increase the chances of competition in organizations and achieve success may be related to the ability to see the differences that occur in a timely manner and integrate it with the studies shown by the institution (Elibol, 2005, p. 156). In this part, the concept of success, organizational success and the factors affecting it are briefly discussed.

Success is overcoming a difficulty, effectively managing the obligation taken and being able to conclude. Success is a concept related to duty, individual and institution. It refers to the state of performance of obligations according to the criteria previously attributed, that is, the rate at which the goal can be achieved (Ülkü, 1982, p. 5).

Organizational success refers to the competence of an institution in relation to the goals it strives to achieve. According to Schein, organizational success can be defined as the event of an institution being able to adjust its identity according to the differences around it and being able to exist in the market (Tekin, 2007, p. 439). Personal success and its consequences are temporary, while system success is permanent. For this reason, it should be a priority to show a tendency to organizational success, encourage and reward rather than personal success in institutions. In addition, the activities carried out in the context of system success constitute important steps on the way to institutionalization. The adoption of this consciousness by employees is also important (Tekin, 2007, p. 440).

Organizational success is divided into three categories as personal, group and organizational. In a personal context, it shows a tendency to the task achievements of individuals in the institution and performance evaluations are not mentioned. In the context of a group, it indicates the combination of the output provided by the people who make up the group. The organizational context, on the other hand, covers the functions that accommodate both because it sees the institution as both an individual and a group (Can, 2005, p. 349). It can be stated that critical dependency is included among all three views on success. In this context, group success is related to personal success, and organizational success is related to group success. The interaction between these three may vary from institution to institution, according to the work performed and the technology used (Berberoğlu, 1985, p. 126). In order to achieve organizational success, organizations need to make sufficient use of human resources, as well as other resources. Employee empowerment, which has been widely discussed in recent years, is a concept that should be addressed in this sense.

Employee Empowerment

The concept of empowerment was first used by Kanter in the book "Men and Women of the Corporation" in 1993 (Oloko and Ogutu, 2017, p. 47-48; Kurt, 2019, p. 8). It is stated that empowerment comes from the concept of "power". Power, on the other hand, can be defined as the ability of officials to take advantage of their position in the institution, access data and resources, or carry them out in accordance with goals and access goals (Altındaş and Özutku, 2011, p. 164; Çankaya, 2018, p. 7). On the other hand, the concept of power can be defined as the ability of a person to direct others to behave in the direction they want and to keep others under the influence. In this regard, power has been evaluated as an interactive concept (Oğuzhan, 2019, p. 42). The word "Güçlendirme", which is translated into Turkish as "Empowerment", can be described in various forms such as employee empowerment, psychological empowerment and organizational empowerment in management and organizational literature (Bolat, 2003, p. 202).

Employee empowerment constitutes a different formula of holistic living in the form of a person, institution and group. Perspectives, types of institutions and relationships vary with this concept and the desired goal can be reached more effectively in this way (Çöl, 2004, p. 1; Doğan and Demiral, 2009, p. 54). Employee empowerment can be defined as acting with the awareness of the outcomes that may occur due to the options chosen by individuals and transferring the option determination authority to individuals (Oğuzhan, 2019, p. 44); it is also expressed in the form of a managerial concept that is carried out based on raising the motivational factors of the individual and, in this context, allows them to be included in the decision stages (Bolat, Bolat and Seymen, 2009, p. 216).

Employee empowerment is the ability of the employee to determine all the issues related to the processes he performs on his own. In order to carry out this, it may be necessary to allocate the educational factors needed to improve the employee's self by the institution. Trying to draw a roadmap by taking initiative in line with the goals stated by the institution is to realize the transfer of the necessary authorization and possible returns to the employees in order to carry out the activities (Barutçugil, 2004, p. 397). In an institution that has the logic of empowerment, there may be a forward-thinking attitude that the sphere of influence of subordinates can increase (Çöl, 2008, p. 38).

In employee empowerment, senior people have duties such as giving obligations to subordinates, minimizing deficiencies that may occur in business processes, paving the way for high-level performance, giving power and authority to employees (Elüstün, 2018, p. 4). Many institutions know that the only ones who move their selves forward are the officials. Institutions attach importance to making the most optimal use of their employee in order to have success and to consolidate their sustainability. In this context, employee empowerment is considered as one of the most central factors of corporate effectiveness (Ataman, 2002, p. 345; Elüstün, 2018, p. 5). Employee empowerment contributes to raising individuals' decision-making freedoms and can support individuals' personal development through various educational activities (Çavuş and Akgemci, 2008, p. 230).

The most important factors that cause the formation of employee empowerment are the need for innovations in order to adapt to the rapid differentiation in modernization. For this reason, these differences are one of the most important factors that lead to the efficiency of the institution. Another factor is that with the stiffening of competition in the market, it has been seen that the institutions of individuals in managerial positions are not enough, and the thoughts of subordinates have started to be taken into account in the determined roadmaps. Another factor is that new service and product inputs are becoming more highly qualified and the importance of these factors in a strategic context is increasing. Apart from this, there is a need for institutions with high institutional effort and advanced comprehension ability (Çavuş and Akgemci, 2008, p. 232; Daft, 2001, p. 502).

Empowerment is classified as a personal concept that allows individuals to make decisions about their duties and take responsibility for the factors they perform (Çöl, 2006, p. 68). The factors that need to be negotiated with the officials in this process can be listed as follows (Bowen and Lawler, 1992, p. 31):

- Information that will prepare the environment for officials to understand the success of the institution and provide input in a productive way,
- Organizational performance,
- Awards according to the efforts made in the organization,
- To be beneficial to the organization and to share the decision-making initiative that will affect its future processes.

In order to better understand employee empowerment, it is necessary to state what is not outside of the specified aspects of it. This distinction is mentioned in Table 1.

Table 1
Scope of Employee Empowerment

What is empowerment	What is empowerment not
It is a managerial philosophy rather than a technical one.	It is not an atmosphere in which all individuals can achieve what they desire, determine their boundaries according to themselves and be free.
It is based on the issue of moving and raising individuals to a more effective level.	It is not a case where the outputs of the efforts made on behalf of the group's interests are kept in the background and the results are ignored.
It is a matter of degree.	It is not a democratic integration in which people express their opinions on behalf of all kinds of processes and behaviors.
It makes it necessary to be patient and it can be long-lasting.	Necessary equipment in business processes, mentoring, guidance, etc. It is not to leave groups empty-handed in the name of getting things done without being found.
It can be directed towards the desire to share the competence of those in the superiors.	When the processes do not work according to the previously stated, it is not to have the freedom to provide a justification, to try to blame others, to take action and make decisions without obligation.
It gains strength by evaluating every victory and defeat in the process as an opportunity for development.	It is not a process in which officials replace their superiors.
Human resources makes the perspective of opinion necessary.	It is not that someone appoints someone else to his position and officials are randomly placed in jobs.

Source: Koçel 2010, p. 418 with Baltaş 2001, p. 146 it was created from.

In other words, employee empowerment can be stated in the form of employees' freedom to violate all rules and prohibitions, if necessary, while being related to the consumer (Oğuzhan, 2019, p. 45). Through employee empowerment, employees, along with the obligations and powers communicated to them, become common stakeholders of the process in a sense and see themselves as more important.

The necessity of the human being, who is the most valuable asset of the organizations in our time, to suffer the least possible damage from the changing internal and external natural conditions and to be in competition; to adapt easily to the changing conditions has caused the employee empowerment moves to become a need (Bedük and Tambay, 2014, p. 324).

It will increase the probability of achieving success in a place that wants to strengthen and consists of the same organizational individuals. These individuals can individually assume the consequences that occur in such a place. The goal of empowerment is to guarantee personal success within the framework of the organization's tasks, goals and strategies. If this situation becomes a reality, it will support three practices in the form of personal organizational environment, freedom to take action, sense of responsibility and cooperation (Tahmaz, 2020, p. 17). In this case, it will create a successful empowerment.

The Dimensions of Employee Empowerment

There are two different dimensions of employee empowerment, namely structural and psychological empowerment. Structural empowerment is defined as macro, psychological empowerment is defined as micro empowerment. While structural empowerment is related to work and all work-related fields, psychological empowerment is related to the perception levels of employees (Seibert et al., 2004, p. 332). Studies conducted on these two dimensions have shown that psychological or structural empowerment is not superior to each other, and both dimensions should be considered together for empowerment. From this point of view, psychological and structural empowerment can be considered as parts

of a whole in terms of employee empowerment. Although the two concepts refer to very different situations, they complement each other. Employee empowerment cannot be fully achieved unless psychological empowerment is considered together with structural empowerment (Cho and Faerman, 2010, p. 131).

Structural Empowerment

Structural empowerment aims to change the processes and policies of the organization by spreading the power of management to the lower cadres within the hierarchy of the institution and increasing the participation rate in managerial activities. In short, the top management ensures that the lower cadres have a say in their own fields within the organization with the powers that it gives to the lower cadres the power that it has. The purpose of structural empowerment is to ensure that employees are effective in decisions, to create an environment in which they demonstrate their abilities and to realize the distribution of power within the organization. Structural empowerment is only possible in organizations that have sufficient facilities for these phenomena to occur. In other words, organizational structure and culture are the main determinants of the level of empowerment in the organization (Batur, 2018, p. 102; Gümüştekin and Emet, 2007, p. 91). Structural empowerment is indicated in the form of the effects of the conditions of activity in the corporate structure on individuals and the evaluation of this atmosphere by the officials, rather than indicating them as the psychological state of the employees. Subsequently, it has been stated that structural empowerment consists of six dimensions: formal power, informal power, support, resource, information, opportunity (Duman, 2018, p. 35-36).

- Formal Power: Indicates the power conferred by the current position.
- Informal Power: It is the capacity to influence others in a way that is different from the person's current position. It is defined as the ability of employees to develop good relationships with their superiors in the organization or with other employees. This power is a power that people with strong social relationships can have.
- Support: These are the positive feedbacks that employees receive from their superiors and other employees within the organizational structure. It expresses that the decisions made by the empowered employee are accepted and respected.
- Source: It is the condition that employees have timely access to the materials necessary for them to achieve their goals in fulfilling their responsibilities. It is also to bear the consequences of the decision made by the employee.
- Information: It is defined as the ability of employees to access the information they want.
- Opportunity: It is the development and learning opportunity offered to employees by the organization (Öztürk, 2010, p. 15).

Psychological Empowerment

The concept of psychological empowerment, which was first used by Spreitzer (1995), is also mentioned in the literature as cognitive empowerment or motivational empowerment. Psychological empowerment, apart from the processes carried out by the institution in order to make its employees strong, is stated in the form of the way officials perceive these processes and have knowledge about these activities. Psychological empowerment has four dimensions in the form of meaning, competence, autonomy and impact (Demirkuş, 2019, p. 48; Ufuk and Yasım, 2017, p. 1584).

1. Meaning: The fact that employees in an organization think that their own work is valuable, care about it and see it in a way that it is important in the organization constitutes the content of the meaning dimension. If the employees do not see a job as meaningful, they may show an insensitive attitude towards that process. (Thomas and Velthouse, 1990, p. 672; Altındış and Özutku, 2011, p. 166).
2. Competence: The employee evaluates his/her self in a competent position regarding the job, believes that he/she has the ability to perform the job, and the employee has self-confidence (Tekiner, 2014, p. 172).

3. **Autonomy:** The employee has freedom in matters related to work and has the power to change them if necessary. In other words, autonomy is the fact that the employee decides on the way he conducts while performing his job himself and has the competence to change the behaviors he shows in the necessary situation (Doğan and Demiral, 2009, p. 51; Thomas and Velthouse, 1990, p. 672).

4. **Effect:** The employee thinks that he creates an impact with the actions he performs in the institution. (Spreitzer, Kizilos and Nason, 1997, p. 686).

In short, the methods implemented to strengthen employees within the organization are defined as structural empowerment, while the employee's feeling strong as an individual is called psychological empowerment. Psychological empowerment emerges as a result of structural empowerment. Structural empowerment, in other words, can also be expressed as the communication process in the organization, access to resources and information, and sharing within the organization. Empowerment is a situation where employees can reveal the structural characteristics of the organization, not with their personalities. When we take a look at the dimensions of employee empowerment, it can be stated that psychological empowerment is seen as a result of structural empowerment efforts (Yücel and Demirel, 2012, p. 20).

Interaction of Employee Empowerment and Organizational Success

Employee empowerment can be evaluated as a different formula of holistic living in the form of a person, institution and group. Employee empowerment can be defined as acting with the awareness of the outcomes that may occur due to the options chosen by individuals and transferring the option determination authority to individuals (Oğuzhan, 2019, p. 44); it is also expressed in the form of a managerial concept that is carried out based on raising the motivational factors of the individual and, in this context, allows them to be included in the decision stages (Bolat et al., 2009, p. 216).

In employee empowerment, senior people have duties such as giving obligations to subordinates, minimizing deficiencies that may occur in business processes, paving the way for high-level performance, giving power and authority to employees (Elüstün, 2018, p. 4).

Success is overcoming a difficulty, managing the obligation taken effectively and being able to link it to the result. Success also refers to the performance of obligations according to the previously attributed measures, that is, the rate of achievement of the set goals or standardized ones (Ülkü, 1982, p. 5). Organizational success refers to the competence of an institution in relation to the goals it strives to achieve. According to Schein, organizational success can be defined as the event that the organization's self can adjust according to the differences around it and exist in the market. Personal success and its consequences are temporary, while system success is permanent. For this reason, it should be a priority to show a tendency to organizational success, encourage and reward rather than personal success in institutions. In addition, the activities carried out in the context of system success constitute important steps on the way to institutionalization. The adoption of this consciousness by employees is also important (Tekin, 2007, p. 440).

In achieving organizational success, it can be ensured that employees are more efficient in their current position by empowering them, that is, first by training them, then by authorizing them. This situation ensures that the employees are motivated, and increases their commitment to the institution.

The Effect of Employee Empowerment on Organizational Success in Private Educational Institutions

Empowering and motivating teachers in private educational institutions can make it easier to achieve the goals of these institutions. In this section, a framework for the research process is drawn and information about the method and the analysis of the collected data are included.

The Purpose, Scope and Importance of the Research

The aim of this research is to determine the “Effect of Employee Empowerment on Organizational Success in Private Educational Institutions” of employees (teachers) working in Private Educational Institutions operating in Konya. In this sense, the aim is to address the relationship between employee empowerment and organizational success, which is expected to have a significant effect on the success of the organization, and to apply the meaningful relationships between these factors on employees in private education institutions operating in Konya. The scope of private educational institutions in the study is regulated within the scope of the following legislation (Law on Private Educational Institutions, 2022):

"Article 1. This Law covers private educational institutions opened by natural persons of the Republic of Turkey, private legal entities or legal entities managed in accordance with the provisions of private law, as well as private educational institutions opened by foreigners”.

Article 2. In this Law.

"Institution: refers to preschool education, primary education, secondary education, private education schools and various courses, special education courses, distance education institutions, motor vehicle drivers courses, in-service training centers, special education and rehabilitation centers, social activity centers, vocational training centers and similar special educational institutions ...”.

Instead of the institutions that are framed in the law above, structurally dissimilar and generally lack the opportunity to work for a long time; It is preferred to conduct research in private nurseries, kindergartens, elementary schools, middle schools and high schools affiliated to the Ministry of National Education, where the issue of employee empowerment is mostly long-term employment of employees, and the ability to be corporate is at the forefront.

Many institutions know that the only ones who move themselves forward are the employees. Institutions attach importance to making the most ideal use of their employee in order to be successful and guarantee their sustainability. Employee empowerment contributes to raising individuals' decision-making freedoms and can support individuals' personal development through various educational activities. Thanks to the employee empowerment; their way of doing business becomes simpler, their efforts in business increase, and an increase in managerial control can be seen. In order for the institution to achieve success, it is important to determine the desires and needs of employees in a good and consistent manner and to create an atmosphere in which they will be realized (Elbir, 2006, p. 6).

As it is known, as countries develop, the proportionate share of the service sector in the Gross National Product increases. This situation also applies to Turkey. In private educational institutions, which have been gradually increasing in the service sector in recent years, it can be seen as an important topic to make the relationship of employee empowerment with organizational success in the form of an empirical study. Because ensuring organizational success can be achieved through the effective and efficient use of human capital, especially in private educational institutions, as well as financial and technical resources.

Research Method

During the research process of the study, data were collected by using the survey method, in which the quantitative measurement method was adopted. After the final version of the scale was given, the sample was applied by taking an expert opinion on whether it was suitable for the cluster.

In the research part of the article titled “The Effect of Employee Empowerment on Organizational Success in Private Educational Institutions”, a survey was conducted by simple random sampling method for employee working in private educational institutions

operating in Konya. Total universe on research is determined as 4363³. In order to reach the number of samples required for the research, 450 surveys were distributed and 408 of these surveys were returned. 392 questionnaires were taken into account in the study by sorting out the incomplete ones. The following formula was used to calculate the sample size of the universe (Yamane, 2001, p. 116-117). Within the scope of the research, the formula was applied on the sample by taking $p=0.10$ and $q=0.90$ considering that the sample has a heterogeneous structure in terms of demographic characteristics with a significance level of 0.05, sampling error of $t=1.96$, $d=\pm 0.03$ (Yazıcıoğlu and Erdoğan, 2004).

N = The size of the universe n = The sample size

p = Frequency of occurrence of the event to be examined q = Frequency of non-occurrence of the event to be examined ($1-p$)

t = the theoretical value determined according to the values determined in the t table

d = \pm deviation value to be made according to the frequency of occurrence of the event

$$n = \frac{N(t^2pq)}{(d^2(N-1)) + (t^2pq)} \quad n = \frac{4363(1,96^2 * 0,90 * 0,10)}{(0,03^2(4362)) + (1,96^2 * 0,90 * 0,10)} \quad n = \frac{1508,48}{4,27} \quad n = 353$$

In the first part of the survey form, there are questions about 7-item demographic variables. In the second part, there are statements about organizational success (articles 8-18). There are 11 item questions in the scale used in the Organizational Success section of the survey. The questionnaire form used in this part of the research was taken from the questionnaire study created by pilot application method in Elif Karabulut's doctoral dissertation in 2003 and the reliability level was 0.840, and some expressions were adapted without challenging the change of meaning. The survey also includes indicators of business success. The expressions used were determined in order to measure the change in the success of the organizations and were considered as a single dimension in the analyses.

In the next part, there are statements about employee empowerment (19-49. substances). Employee empowerment is divided into two groups as structural empowerment and psychological empowerment.

The structural empowerment Questionnaire II (CWEQ II), an abbreviated version of the CWEQ I scale developed by Chandler (1986) and Laschinger, Finegan, Shamian and Wilk (2001), was used to measure structural empowerment (items 31-49). The Structural empowerment Questionnaire (Working Effectiveness Conditions Questionnaire) was used to measure structural empowerment (items 31-49). This scale consists of 19 questions. The sub-dimensions of the structural empowerment scale are listed as opportunities, information, resources, support, formal power, and non-formal power.

In order to measure the size of the Psychological Empowerment scale (items 19-30), Spreitzer's (1995) the Psychological Empowerment Instrument (PEI) was used. It consists of four types called meaningfulness, competence, autonomy and impact, which are the sub-dimensions of the Psychological Empowerment Scale used to determine the psychological empowerment levels of employees. The psychological empowerment scale developed by Spreitzer (1995) was developed by using the significance scale developed by Hackman and Oldham (1980) with Tymon (1988), the competence scale developed by Jones (1986), the autonomy scale developed by Hackman and Oldham (1980), and finally the impact scale developed by Ashforth (1989) (Sürgevil, Tolay and Topoyan, 2013, p. 5376). In our study, 12 expressions related to the subject were used based on this scale. 5-point likert type scale was used in the survey. The necessary permissions have been obtained from the scale owners.

Similar Studies on The Subject

There has not been a similar study to our study titled "The Effect of Employee Empowerment on Organizational Success in Private Educational Institutions". The fact

³This figure was taken from the Konya Provincial Directorate of National Education. (<https://konya.meb.gov.tr> Date of Access: 11.11.2022).

that it is the first study conducted in the field constitutes the original aspect. In addition, two studies that are partially related to our study are listed below.

- Okan and Yilmaz (2017, p.16-27), who examined the interaction between psychological empowerment and burnout in 340 teachers in Kütahya province in Turkey and their schools in their study titled "The relationship between psychological empowerment in public schools and teachers' burnout", they have reached the conclusion that teachers' perceptions of psychological empowerment are high and positive. At the same time, it was stated that while teachers' positive thoughts about psychological empowerment increased, the feeling of depersonalization and personal failure decreased with the experience of emotional exhaustion, and there was also a decrease in feelings of burnout. Similarly, in our study, teachers' positive developments in psychological empowerment enabled employees to be motivated, which was positively reflected in organizational success.

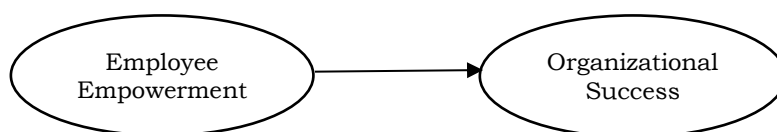
- Mirzaie and Fekri (2015, p. 282-289), "Psychological Empowerment of Teachers in the Department of Education, Emphasizing the Integration of Multi-Axis Pattern with Social Learning Theory", while vocational counseling trainings were given to the 20 teachers who achieved the highest score from the scale; the 20 teachers who achieved the lowest score from the scale were examined as a control group. As a result of the study, it was found that there was an increase in the psychological empowerment degrees of teachers who were subjected to training.

The Theoretical Model of the Research and their Hypotheses

The article titled The Effect of Employee Empowerment on Organizational Success in Private Educational Institutions can be explained with the help of the following model.

Figure 1

Theoretical Model of the Research



In the empirical part of this study, it is expected that employee empowerment affects organizational success.

With the H1 hypothesis, it was aimed to determine whether employee empowerment has an effect on organizational success and in what direction, if any.

H1: Organizational success of employee empowerment has a positively oriented effect.

With the H1a hypothesis, it was aimed to determine whether structural empowerment and its sub-dimensions, which is a type of personnel empowerment, have an effect on organizational success, and if so, in what way.

H1a: Structural empowerment has a positive impact on organizational success.

Structural Empowerment has sub-dimensions such as formal power, informal power, support, resources, information and opportunity. It can also be examined whether these sub-dimensions have a positive relationship with organizational success.

With the H1b hypothesis, it was aimed to determine whether psychological empowerment, which is a type of employee empowerment, and its sub-dimensions have an impact on organizational success and in what direction, if any.

H1b: Psychological empowerment has a positive effect on organizational success.

There are sub-dimensions of psychological empowerment, namely, sense perception, competence perception, autonomy perception and impact perception. It can also be examined whether these sub-dimensions have a positive relationship with organizational success.

Analysis of the Data Obtained in the Research

In the analysis part of the study, descriptive statistics was used while frequency analysis was used to determine the demographic findings. In the data analysis process of the research, the 5-point likert scale was used (I Strongly Disagree=1, I Disagree=2, I am undecided=3, I Agree=4 and I Strongly Agree=5).

In addition, reliability analyses and explanatory factor analyses were used in the research. Pearson correlation analysis and linear regression analysis were used to test the research hypotheses.

Table 2

Descriptive Information about the Scores Obtained from the Organizational Success and Employee Empowerment Scales

Scales	Mean (Standard Deviation)	Min-Max
Organizational Success	45,14 (9,36)	14-55
Employee Empowerment	132,87 (18,66)	61-155

When the scale scores were examined, it was found that the organizational success score ranged from 14 to 55, the average of which was 45.14 and standard deviation was 9.36, the employee empowerment score ranged from 61 to 155, the average of which was 132.87 and the standard deviation was 18.66.

Table 3

Frequency Tables Related to Demographic Values

Gender	Number (N)	Percentage (%)
Woman	197	50.3
Male	195	49.7
Total	392	100.0
Year of Activity of the Institution	Number (N)	Percentage (%)
1-5 years	41	10.5
6-10 Years	70	17.9
11 years and above	281	71.7
Total	392	100.0
Age	Number (N)	Percentage (%)
18 – 30	92	23.5
31 – 40	150	38.3
41- 50	120	30.6
51+	30	7.7
Total	392	100.0
Experience in Your Professional Life	Number (N)	Percentage (%)
Less than 1 year	23	5.9
1-5 years	84	21.4
6-10 Years	105	26.8
11 years and above	180	45.9
Total	392	100.0
Educational Status	Number (N)	Percentage (%)
Associate Degree	13	3.3
Bachelor's Degree	304	77.6
Graduate Degree	75	19.1
Total	392	100.0
Your Year of Activity in the Current Institution	Number (N)	Percentage (%)
Less than 1 year	40	10.2
1-5 years	141	36.0
6-10 Years	109	27.8
11-15 Years	78	19.9
16 Years and Above	24	6.1
Total	392	100.0

Monthly Income	Number (N)	Percentage (%)
Less than 4,500 TL	48	12.2
4.501-7.000 TL	225	57.4
7.001-10.000 TL	59	15.1
10.001-15.000 TL	39	9.9
Over 15.000 TL	21	5.4
Total	392	100.0

About half of the teachers who answered the survey are male and half are female. 92.4% of them are under the age of 50, 77.6% are bachelor's degree graduates, 89.6% of the institutions have been operating for more than 5 years. About 72.7% of teachers declare that they have more than six years of professional experience, and more than half of them have worked in the current institution for more than 5 years; it is observed that most of them (72.8%) have a monthly income between the minimum wage (the minimum wage for the period of study was 4.253 TL) and 10.000 TL.

Reliability Analysis

In social science research, it is also necessary to determine simultaneously whether the scales make consistent measurements or whether there is consistency between the scale items. The most widely used analysis in this context is the reliability analysis (Gürbüz and Şahin, 2016, p. 323).

The tests used in research may not always consist of clear answers such as "true" or "false". More graded scales such as "I agree", "I disagree", "I am undecided" are used. The "Cronbach Alpha Method" has been developed to determine the reliability of such tests. This method determines the internal consistency. Reliability is also found indirectly when calculating internal consistency directly (Saylan, 2008).

if it is between $0 < \alpha < 0.40$, it is not reliable

if it is between $0.40 < \alpha < 0.60$, it has low reliability

if it is between $0.60 < \alpha < 0.80$, it is reliable.

if it is between $0.80 < \alpha < 1.00$, it has high reliability (Yıldız and Uzunsakal, 2018).

Table 4

Reliability Analysis

Reliability Analysis	Cronbach Alpha
Organizational Success	0.928
Employee Empowerment	0.964

Table 4 It can be said that Organizational Success and Employee Empowerment scales are highly reliable according to cronbach alpha values.

Explanatory Factor Analysis

Explanatory factor analysis is to put forward new structures in order to decrease the number of items based on the relationships between the scale items (Özdamar, 2016). Explanatory factor analysis; identification of observed variables, summarization of these variables are performed to determine factors at a manageable and workable level (Gürbüz and Şahin, 2016, p. 311).

Kaiser-Meyer-Olkin (KMO) test was applied primarily for determining sample adequacy in the exploratory factor analysis applied respectively to the organizational success, employee empowerment and motivation scales applied within the scope of the research (Çini, 2016). As it is known, Kaiser-Meyer-Olkin (KMO) Test is an approach statistic developed for the consistency of data values. KMO; takes a value between 0 and 1. The KMO value should be greater than 0.50 (Çini, 2016).

According to the results obtained in the Explanatory Factor Analysis, the KMO values were determined as 0.941 and 0.959, respectively (Table 5 and Table 6), and it was concluded that the sample size was sufficient for this scale. The Bartlett test is performed to test whether the data matrix is equal to the unit matrix and to test the adequacy of the

correlation between the variables. If the p value is < 0.05 , the data set is suitable for factor analysis (Saylan, 2008). In the study, the p values were determined as 0.000 and it was decided that the data set was suitable for factor analysis.

In the explanatory factor analysis (EFA), factor load values of the substances between 0.30-0.59 are evaluated as moderate, 0.60 and above are evaluated as high load values. Substances can be evaluated under the determined factor provided that the factor loads are greater than 0.30 and the load value between the two factors is not less than 0.10 (boarding item) (Büyüköztürk, 2002).

At the end of the explanatory factor analysis, one (organizational success) and two (employee empowerment) dimensional structures were tested to support the original scale, respectively. The analysis results performed by applying Varimax rotation are presented in Table 5 and Table 6.

Table 5
Descriptive Factor Analysis For Organizational Success

Questions	Factor Scores	Variance %	Cronbach Alpha
	1		
8. Market share	0.906	65.378	0.928
9. A chance to enter new markets	0.909		
10. Prices of our services	0.649		
11. Corporate image	0.900		
12. Costs	-0.125		
13. Quality of service	0.636		
14. The satisfaction of our students	0.906		
15. Satisfaction of our employees	0.877		
16. Profitability	0.820		
17. Productivity	0.916		
18. Competitiveness	0.890		
Eigenvalue	7.191		
Number of Items	11		
Kaiser-Meyer-Olkin		0.941	
Bartlett's Test and Chi-Square		4022.172	
P		0.000	

Since the KMO value is higher than 0.6, factor analysis can be continued. Since the Bartlett test p value is less than 0.05, the analysis is meaningful. In order to reveal the dimensions in the factor analysis, the varimax rotation method was selected and as a result of the analysis, it turned out to be a single factor. A single factor explains 65.378% of the total change in the variant. Since the eigenvalues are the only values greater than 1, the number of factors has been determined as 1. Since it is a factor, it can be said that all 11 items are in the 1st factor.

Table 6
Explanatory Factor Analysis for Employee Empowerment

Questions	Factor Scores		Variance %	Cronbach Alpha
	1	2		
19. The work I do is important to me.	,486	,359	52.673	0.964
20. I am sure that I have the necessary skills to achieve my job.	,708			
21. The authority to decide how to do my job is largely me.	,797	-.384	60.025	
22. My impact on what happens at school is great.	,737	-.410		
23. I am confident that I have the necessary capacity to carry out my business activities.	,850			
24. My business activities are meaningful to me on an individual basis.	,794	-.347		
25. I can decide for myself how to run my business.	,834			
26. I can largely control what is going on at the school where I work.	,761			
27. I have the skills I need for my job.	,828			
28. The work I do is meaningful to me.	,818			
29. I have the opportunity to do my job independently and freely to a large extent.	,829	-.335		
30. I have a significant impact on the things that are happening at my school.	,736			
31. I have the opportunity to acquire new skills and knowledge in my work.	,823			
32. I am doing tasks where I can use all my skills and knowledge.	,805			
33. There are difficult tasks that put a strain on my abilities.	,019			
34. I have information about the current state of the school.	,621			
35. I am aware of the goals that the school administration has set for the school.	,679			
36. I am aware of the values adopted by the school administration.	,727			
37. I get clear feedback about the things I do well.	,799			
38. I can make a clear comment about the things I need to do better.	,677	,325		
39. Useful advice or tips are known when solving problems.	,794			
40. There is enough time for me to complete the daily paperwork.	,429	,311		
41. I have enough time to fulfill the requirements of my job.	,517			
42. It is a matter of providing me help when I need it.	,800			
43. It is important that innovation is awarded at school.	,698			
44. It is important that flexibility is given to me while performing my profession.	,726	,331		
45. I care that my work is noticed by other employees at the school.	,648	,435		
46. It is exciting to work in partnership with school administrators to achieve school goals.	,690	,393		
47. It makes me proud that my colleagues apply to me for the solution of a problem.	,716	,388		
48. I like it when my managers contact me to solve a problem.	,784			
49. I have the opportunity to get help from all the administrators at the school.	,803			
Eigenvalue	16.329	2.279		
Number of Items	31	11		
Kaiser-Meyer-Olkin			0.959	
Bartlett's Test and Chi-Square			10899.384	
P			0.000	

Since the KMO value is higher than 0.6, factor analysis can be continued. Bartlett test analysis is meaningful when the p value is less than 0.05. In order to reveal the dimensions in the factor analysis, the varimax rotation method was chosen, and as a result of the analysis, it was revealed that there are two factors. Two factors explain 60.025% of the total change in the variant. There are 2 values whose eigenvalues are greater than 1 (16.329 and 2.279). The number of items affecting the factors is 31, 2 for 1. Factor. It is determined as 11 for the factor.

Testing of Hypotheses

Linear regression analysis was applied to test the hypotheses of the study. Linear regression analysis is a method of estimating the value of one variable according to the value of another variable. The variable to be estimated is expressed as a dependent variable, and the variable used to find the variable to be estimated is expressed as an independent variable (Gürbüz and Şahin, 2016, p. 272).

Whether or not employee empowerment, organizational success and their varieties have an impact on each other, if any, in what direction does it have an impact, and how variables show their impacts on each other using a mathematical model, has been studied by the following linear regression analyses.

Table 7
Correlation and Regression Analysis Results Related to the Effect of Organizational Success on Employee Empowerment

Dependent Variable	Independent Variable	Correlation	R ²	F	β	t	p	The Hypothesis
Organizational Success	Employee Empowerment	0.739	0.546	469.030	-0.96	21.657	0.00	H ₁ Agreed
The Regression Equation Y= -4.096+0.371X								

As a result of the regression analysis, since the R² value for personnel empowerment and organizational success is 0.546, personnel empowerment explains organizational success at the level of 54.6%. Since the correlation coefficient is 0.739, it can be interpreted that the relationship between the two scales is at an intermediate level. In the hypothesis established, the relationship between the two scales was found to be significant as a result of regression analysis. When the equation is examined, it can be interpreted as an increase of one unit on the organizational success scale leads to an increase of 0.371 on the employee empowerment scale. When the relationship between organizational success and employee empowerment is examined, it is seen that the correlation value is 0.739, there is a moderate positive success relationship. When the p value in the table is examined, the hypothesis that the value is less than 0.05 is significant, it can be said that H₁ hypothesis will be accepted.

Table 8
Correlation and Regression Analysis Results Related to the Effect of Organizational Success on Structural Empowerment

Dependent Variable	Independent Variable	Correlation	R ²	F	β	t	p	The Hypothesis
Organizational Success	Structural Empowerment	0.682	0.465	338.406	-0.242	18.386	0.00	H _{1a} Agreed

As a result of the regression analysis, since the R² value for organizational success and structural empowerment is 0.465, structural empowerment explains organizational success at the level of 46.5%. It is seen that the correlation value between the two variables is 0.682 and there is a moderate positive relationship. When the p value is examined, it can be said that the hypothesis that the value is less than 0.05 is significant and the H_{1a} hypothesis will be accepted.

Structural Empowerment has sub-dimensions such as formal power, informal power, support, resources, information and opportunity. The positive relationship of these sub-dimensions to organizational success is shown in the table below.

Table 9

Correlation and Regression Analysis Results Related to the Effect of the Sub-Dimensions of Structural Empowerment (Formal Power, Informal Power, Support, Resource, Information, Opportunity) on Organizational Success

Dependent Variable	Independent Variable	Correlation	R^2	F	β	t	p	The Hypothesis
Organizational Success	Formal Power	0.492	0.242	124.478	0.492	11.157	0.00	H _{1a1} Agreed
Organizational Success	Informal Power	0.581	0.338	198.689	0.581	14.091	0.00	H _{1a2} Agreed
Organizational Success	Support	0.539	0.291	159.977	0.539	12.648	0.00	H _{1a3} Agreed
Organizational Success	Source	0.597	0.356	215.627	0.597	14.684	0.00	H _{1a4} Agreed
Organizational Success	Providing Information	0.531	0.282	153.531	0.531	12.391	0.00	H _{1a5} Agreed
Organizational Success	Giving Opportunity	0.653	0.426	289.793	0.653	17.023	0.00	H _{1a6} Agreed

As a result of regression analysis, for the sub-dimensions of organizational success and structural empowerment, R^2 values are shown in the table above. The values range from 0.242 to 0.426. The percentage of the sub-dimensions of structural empowerment explaining organizational success is relative to these values. For example, formal power, which is the sub-dimension of structural empowerment, explains organizational success at the level of 24.2%. The correlation values between the variables are shown in the table above. It is seen that the correlation values vary between 0.492 and 0.653 and there is a positive relationship. When the p values are examined, it can be said that the values are less than 0.05, the hypotheses established are significant and the hypotheses between H_{1a1} and H_{1a6} will be accepted.

Table 10

Correlation and Regression Analysis Results Related to the Effect of Organizational Success on Psychological Empowerment

Dependent Variable	Independent Variable	Correlation	R^2	F	β	t	p	The Hypothesis
Organizational Success	Psychological Empowerment	0.867	0.752	211.213	0.621	15.215	0.00	H _{1b} Agreed

As a result of the regression analysis, since the R^2 value for organizational success and Psychological Empowerment is 0.752, Psychological Empowerment explains organizational success at the level of 75.2%. It is seen that the correlation value between the two variables is 0.867, and there is a high degree of positive correlation. When the p value is examined, it can be said that the hypothesis that the value is less than 0.05 is significant and the H_{1b} hypothesis will be accepted.

There are sub-dimensions of psychological empowerment, namely, sense perception, competence perception, autonomy perception and impact perception. The positive relationship of these sub-dimensions to organizational success is also shown in the table below.

Table 11

Correlation and Regression Analysis Results Related to the Effect of the Sub-Dimensions of Psychological Empowerment (Sense Perception, Competence Perception, Autonomy Perception and Impact Perception) on Organizational Success

Dependent Variable	Independent Variable	Correlation	R ²	F	β	t	p	The Hypothesis
Organizational Success	Perception of Meaning	0.567	0.322	184.825	0.567	13.595	0.00	H _{1b1} Agreed
Organizational Success	Sufficiency	0.781	0.610	609.476	0.781	24.688	0.00	H _{1b2} Agreed
Organizational Success	Autonomy	0.626	0.392	251.770	0.626	15.867	0.00	H _{1b3} Agreed
Organizational Success	Effect	0.707	0.500	389.977	0.707	19.748	0.00	H _{1b4} Agreed

As a result of regression analysis, for the sub-dimensions of organizational success and psychological empowerment, R² values are shown in the table above. The values range from 0.322 to 0.610. The percentage of the sub-dimensions of psychological empowerment explaining organizational success is relative to these values. For example, the perception of meaning, which is the sub-dimension of psychological empowerment, explains organizational success at the level of 32.2%. The correlation values between the variables are shown in the table above. It is seen that the correlation values vary between 0.567 and 0.781 and there is a positive relationship. When the p values are examined, it can be said that the values are less than 0.05, the hypotheses established are significant and the hypotheses between H_{1b1} and H_{1b4} will be accepted.

CONCLUSION AND RECOMMENDATIONS

The motivation of the leaders and managers as well as the officials in the institutions are important for success. Employee empowerment is important in motivating individuals in the organization. Empowered officials can make their own decisions and make efforts to reach the land targeted by the organization as if they were a partner of the institution. As a result of the desire to radically differentiate in employee empowerment activities, performance is gaining strength and profit is increasing. This situation may mean directing employees to take an active role in the institution, creating new products, communicating creative methods and seeing innovations.

Private education institutions, which constitute the research part of the study, have different qualifications from industrial organizations as service organizations. As it is known, in service organizations, product delivery and consumption are simultaneous activities, and a natural interaction between the service provider and the consumer lasts from the beginning to the end of the shopping process. Services are different from other physical products, from the way of production to the way of consumption, from their concreteness to the nature of non-stockpiling.

The high level of motivation of teachers leads them to put more effort and efficiency in the work they are doing, helps them to be satisfied with work, to realize themselves, and can also contribute to making them feel happy and valuable. At the same time, increasing the motivation of students and their parents provides support for students to be successful, happy and self-confident, while also allowing parents to contribute to education, support students and be hopeful.

In this study called "Effect of Staff Empowerment on Organizational Success in Private Education Institutions", which is seen as an original study in terms of studies on the relationship between variables, the following results were obtained as a result of the application of a questionnaire study conducted for teachers in private education institutions:

There has not been any study that exactly coincides with our study title. However, there are studies in which employee empowerment is associated with different variables. In this sense, it can be stated that this work is original. It can be said that the scales are reliable because the cronbach alpha values are high. Since the KMO values found as a result of the explanatory factor analysis of organizational success and personnel empowerment

(Organizational Success: 0.941; Personnel Empowerment: 0.959) are higher than 0.6, respectively, factor analysis can be continued. Since the p value is less than 0.05 in both elements, the analysis is meaningful.

When the relationship between the employee empowerment scale and the organizational success scale is examined, since the R^2 value is 0.546, employee empowerment explains the organizational success at the level of 54.6%. Since the correlation coefficient is 0.739, it can be interpreted that the relationship between the two scales is at an intermediate level. In the hypothesis established, the relationship between the two scales was found to be significant as a result of regression analysis. When the equation is examined ($Y = 4.096 + 0.371X$), it can be interpreted that an increase of one unit on the organizational success scale causes an increase of 0.371 on the employee empowerment scale. When the relationship between organizational success and employee empowerment is examined, it is seen that the correlation value is 0.739, there is a moderate positive success relationship. When the p value in the table is examined, it can be said that the hypothesis that the value is less than 0.05 is significant, and that the sub-hypotheses are accepted as well as the H_1 hypothesis.

As a result of the research, it has been observed that the perception of employee empowerment has a positive impact on organizational success. To the extent that teachers are empowered, it is seen that they make more efforts for the success of the institution and care about it. In addition, the feeling that the employee is trusted by the organization has increased the motivation levels of teachers.

The following suggestions may be included within the scope of the study:

1. As long as the legislation is suitable for the structural empowerment of teachers, the necessary differences related to the structure and functioning of the school can be realized. Since the psychological empowerment of teachers is related to the subjective perceptions of teachers, psychological empowerment of teachers can be achieved with all kinds of good behavior and efforts in school.
2. It can be used as a managerial mechanism for employee empowerment and organizational success in order to encourage teachers to be more sensitive about the exemplary behaviors they need to show.
3. It is possible to operate in a more flexible working system in private educational institutions compared to the public. In this sense, it can be ensured that teachers find the subject of employee empowerment more convincing.
4. In order to raise the competence and professional motivation levels of teachers to an advanced level, the school administration and the provincial directorate of the Ministry of National Education can produce joint projects with the help of employee empowerment.
5. Continuity of activities related to individual values aimed at raising the professional competence levels of teachers working in private schools can be ensured with the help of employee empowerment.
6. Scientific studies can be carried out in different sectors between the variables of employee empowerment and organizational success. The fact that the number of such studies has increased will ensure that a rich accumulation on the subject occurs in the summer.

Some limitations related to the study are given below.

- This study was conducted with private school teachers working within the borders of Konya province. It is of course that similar studies will be conducted in different sectors and with wider participation, resulting in more realistic results.

- In general, some limitations that exist in all studies using the survey method are also present in this study. The limitations that are mostly experienced in research, such as difficulties in obtaining the perfect sample and obtaining sufficient data, are a limitation brought about by the quantitative research method used in this research. Although the quantitative research method provides generalizable results for research and the relationship between variables can be measured, it is estimated that it would be useful to use qualitative research methods together with quantitative research methods, which allow for a more intensive analysis.

- The fact that cross-sectional study is preferred in the survey method used is another limitation of the study. Data from the selected sample group were taken only once. On the contrary, when the changes in the participants can be better monitored, it may be useful to use the longitudinal research technique, in which multiple responses are received from the participants over time. While it is possible to determine the change and its direction in cross-sectional studies, it is more difficult to determine the cause of the change. Therefore, the possibility of specifying the degree and reason of the effect of variables on each other will be more in a more comprehensive study.
- Another limitation that sample selection can bring is that the sample size is limited due to obstacles such as time, cost and biases of institutions towards the implementation of surveys.
- This research was conducted only in private educational institutions. Therefore, generalization of the results obtained here for all educational institutions should be avoided.

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